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ABSTRACT

Presented are four papers on the Positive Alternatives to Student Suspensions (PASS) Program, a project designed to provide a sequence of intervention strategies intended to prevent and/or minimize the frequency of nonproductive social behavioral acts of secondary school students in participating schools. In the first paper by R. Bailey and J. Kackley, an overview of the program is given with sections covering goals and objectives, program design, evidence of effectiveness, results, staff competencies and experiences, and cost information. Outlined in a second paper titled "The Whys and Hows of a Students' Time-Out Room" by R. Bailey, et al., are guidelines for implementation of a time-out room in which students have a chance to talk out problems with a "facilitative listener". In "Helping Students Survive at School and at Home", J. Kackley describes two 12-week survival courses which provide group counseling and psychological services and take a positive approach to avoid personally destructive confrontations. Individual sessions are reviewed, and case histories of students participating in the survival courses are given. A final paper, "Humanistic Activities in the Classroom--A Twelve Week Program" by J. Kackley, explains an intervention approach which focuses on the creation of a positive environment where students develop a feeling of belonging. (SBH)

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POSITIVE ALTERNATIVES TO STUDENT SUSPENSIONS: AN OVERVIEW

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POSITIVE ALTERNATIVES TO STUDENT SUSPENIONS: AN OVERVIEW

General Goals

The purpose of the Positive Alternatives to Student Suspensions (PASS) Program is to provide a sequence of intervention strategies designed to prevent and/or minimize the frequency of non-productive social behavioral acts of secondary school students in participating schools.

Background

The Pupil Services Demonstration Project, funded under Title III of ESEA, was established to explore alternative approaches for meeting selected critical learner needs of students in Pinellas County. Available evidence in 1972 indicated that a critical need existed in the area of student behavior problems which were precipitating an increasing number of student suspenions. Visibility of the problem was highlighted by a 200% increase in suspensions over the four year period from 1968-69 to 1971-72.

It is difficult to establish the educational and social loss to the students who are suspended from school; however, it is known that some of the most costly consequences of student suspensions are the increased possibility that suspended students may leave school before successfully completing requirements for graduation or may become involved in illegal or immoral behavior.

Need

The staff of the Pupil Services Demonstration Project have defined the problem of unacceptable student behavior resulting in student suspensions in terms of the need to help students acquire the kinds of social attitudes, values and skills which in turn will result in productive social behavior. The strategy selected to satisfy this need has been to develop a program which implements positive approaches for preventing and resolving student behavior problems.

Objective

The objective upon which the PASS Program was evaluated from 1972-74 follows:

By April of 1974, students in Positive Alternatives to Student Suspensions schools will exhibit significantly fewer suspensions, proportionally, than will students in comparable control schools. Criterion will be a statistically significant ($p < .05$) difference in the number of students suspended, with the PASS schools having the fewest suspensions. Also, by April of 1974, students in PASS schools will exhibit significantly fewer suspensions, proportionally, during the two years of the PASS program (1972-73, 1973-74) than students in target schools experienced during the base year 1971-72. Criterion will be a statistically significant ($p < .05$) difference in the number of students suspended.

Program Design

Although the initial focus of the PASS program was placed upon developing an alternative for students experiencing a crisis, solution strategies have evolved for both preventive/developmental as well as crisis/remedial interventions. Some of the preventive/developmental activities include "Staff

Development for a Humanistic School", "Humanistic Activities in the Regular Classroom", "Basic Encounter for Students", "Basic Encounter for School Personnel" and "Parent Training Groups". The crisis/remedial components include "The Time-Out Room", "A School Survival Course" and "A Home Survival Course". Leadership for implementing these solution strategies is provided by school psychologists, social workers, counselors and time-out room personnel. PASS personnel maintain close working relationships with the administrators for discipline in each school. A brief introduction to the PASS strategies follow.

1. Staff Development for a Humanistic School

The student population in Pinellas County has increased to the extent that most high schools are on double sessions. Also, the explosion of knowledge has placed pressure to significantly expand academic programs. While most system variables have reached new magnitudes, the sense of purpose, feelings of personal worth and opportunities for personal growth experienced by school personnel and students have lagged behind. Many school employees have become strangers to their co-workers and students. For these staff members, school has become an unhappy place.

Personnel evolve more effective communication systems through participating in non-threatening activities which emphasize positive verbal expressions. These programs are either scheduled as one day workshops or as seminars which continue throughout the school year. Participation is open to all school personnel with the rationale that the cooperation of each staff member is necessary to effectively humanize the school setting. Administrators, teachers, counselors, secretaries, custodians, paraprofessionals, and lunchroom personnel, who experience mutual respect and collaborative involvement, can create a humanized, caring school that meets the needs of today's youth.

2. Humanistic Activities in the Regular Classroom

Many teachers have not been provided experiential learning opportunities which focus upon creating environmental situations through which teachers and students get to know and to appreciate each other. Thus, classrooms can be lonely, threatening places for many students. Some students frequently go from day to day without having any personally satisfying experiences with either other students or teachers.

PASS has designed a twelve week program that helps create a positive environment where students develop a feeling of belonging. One hour each week is set aside for activities that encourage openness, sharing, social awareness and personal growth.

The PASS psychologist and/or social worker frequently initiate these programs in target schools. Also, teachers participating in either the Staff Development for a Humanistic School or Basic Encounter for School Personnel programs are becoming experienced in conducting these activities. PASS personnel have developed a descriptive outline of recommended activities which is available upon request.

3. Basic Encounter for Secondary School Students

A student's high school years may provide the last opportunity to experience participation in a guided group - interaction program with a positive, personal growth orientation. PASS has developed a program to help students explore answers to such questions as: "Who am I?", "Where am I going?", "How do I effect others?" and "How can I become a more effective human being?"

The program runs twelve weeks and meets once a week. Each session lasts two hours and can be held either during or after school. Developmental group counseling and other applied behavioral science techniques are used. One person talks at a time, everybody listens, and no put-downs are rules to help establish effective levels of communication and to maintain a positive emotional climate.

Students are introduced to the program through classroom visits by the PASS psychologist and social worker. Although participation is voluntary, some students have been encouraged to participate by administrators, deans, counselors, teachers, parents, other students and community agency personnel.

4. Basic Encounter for School Personnel

The Basic Encounter for School Personnel program began at the request of teachers and administrators who expressed a desire to participate in a guided group-interaction program similar to the Basic Encounter Program for Students. They indicated an interest in exploring their attitudes and perceptions about "Who they were", "Where they were going", and "How they could interact more effectively with colleagues and youth". Small group basic encounter activities have provided school personnel with opportunities for exploring these and other topics in personally meaningful ways.

Participants meet once a week for twelve weeks. Each session lasts two hours and is held after school. Values Clarification, Transactional Analysis, and other applied behavioral science techniques and principles are used to provide each participant the opportunity to serve as a unique resource of his own perceptions. The sessions are designed to facilitate positive interaction with an emphasis upon promoting mutual respect and caring. Teachers and administrators also acquire knowledge of strategies for use in their own classrooms and offices to develop a facilitative atmosphere which helps students become more accepting of themselves and others.

5. Parent Training Groups

Most parents desire a good relationship with their children and some achieve it. However, even under the best of circumstances, there are times when parents need help in coping with their own children and other youth. PASS has developed a program that fosters open communication, a sharing of concerns, problem solving and an opportunity for parents to re-evaluate their own system of values.

The program utilizes the techniques and principles of Parent Effectiveness Training, Behavior Modification, Transactional Analysis

and Values Clarification. The program runs six sessions and each meeting lasts about two hours. Sessions are usually scheduled in the evening so both parents can attend. A special effort is made to include the parents of youth participating in the Student's Home Survival Course. Parents are made aware of the program through the P.T.A., school newspaper, mail-outs and word-of-mouth.

6. The Time-Out Room

Many school behavioral problems can be eliminated by effectively intervening before punishment becomes necessary. Some students get into difficulties because schools have not provided them with processes for coping with emotional pressures. These pressures can continue to build until inappropriate behavior occurs which leads to punitive responses from administrative personnel. Because punishment may be ineffective and even detrimental, other options have been explored by the Positive Alternatives to Student Suspensions (PASS) Program. One of the sequential intervention strategies implemented by the PASS Program is the Time-Out Room (TOR). In the TOR, students have a chance to talk out problems with a "facilitative listener". The "listener" helps students forecast consequences, explore alternatives, make decisions, and develop specific plans which frequently lead to more productive behavior in the students' regular classes. Students can either request this service, or they can be sent by school personnel. Deans, teachers and counselors are encouraged to be alert to potential problems experienced by students in order that early intervention in the TOR may prevent or minimize the seriousness of the potential problems.

Although not intended as a punishment room, the TOR provides an alternative educational environment for temporary placement when appropriate. The length of stay in the room is determined by the individual circumstances of each case. However, prolonged isolation and segregation from the mainstream is detrimental. Therefore, an emphasis is placed upon returning students to their regular classes as quickly as they can develop a plan to resolve their difficulties. Administrators, counselors, and teachers are informed of the progress of students while in the TOR.

7. A Student's School Survival Course

The "School Survival Course" is designed for students who have experienced frequent behavioral problems at school. School can be an unhappy place for students who experience feelings of frustration and inadequacy. These students with negative self perceptions come to the attention of educators when they either become active behavior problems, or withdraw into themselves. Students adopting either response pattern frequently drop-out of school psychologically and eventually drop-out statistically. These non-productive behavior patterns are learned responses that can be changed through positive learning experiences.

PASS has developed a twelve week program to teach students that it is possible to survive in school and to receive positive feed-back from teachers and other students. The program requires a skilled leader and a time committment of one hour weekly for each group. Students participating in this program have experienced a decrease in teacher referrals for misbehavior and a decrease in suspensions from school.

8. A Student's Home Survival Course

This course evolved as a spin-off of the Student's School Survival Course because many students who experience problems at school also have difficulties in their relationships at home.

The course uses the techniques and principles of Reality Therapy, Transactional Analysis and Rational Behavior Therapy. The course is twelve weeks long and is offered in the school during or after school can be presented individually or in small groups.

The approach is positive. The student is helped to become aware of his own strengths and the degree to which he can control his own destiny. Specifically, students are assisted in exploring positive alternatives for resolving problems which they experience at home. Although the course can be beneficial without parental awareness, it is more effective when parents participate in a parent training group or receive counseling from PASS personnel.

Evidence of Effectiveness

The success/effectiveness of the PASS component has been documented by quantitative statistical procedures implemented in evaluating the objective on page 1. The design involved a survey of the three PASS schools and three comparison schools (selected by geographical proximity to PASS schools) to determine if the proportion of suspensions between PASS and non-PASS schools were statistically significantly different. The survey was based on school system records of reported suspensions. A binomial test for differences in proportionality was applied to test for statistical significance of observed differences in proportions of suspensions.

The findings presented in Tables 1 and 2 demonstrate that PASS schools had significantly fewer suspensions than their comparison schools during both years in which the PASS program has been operating. In the target high school a statistically significant reduction in suspensions occurred when comparing either the 1972-73 results or the 1973-74 results with the base year 1971-72. This data obtains additional significance when observing that the comparison high schools reported gains in suspensions for both 1972-73 and 1973-74 when compared to the baseyear of 1971-72.

An increase in suspensions for the combined target junior high schools was reported for 1972-73 when compared with the base year 1971-72. However, this increase was significantly less than the increase occurring in the comparison junior high schools. In addition, a statistically significant reduction in suspensions was reported for the target junior high schools for 1973-74 when compared to the base year 1971-72.

Table 1 - Suspension Data for Pinellas County 1971-73

Group	Year	Enrollment	Number of Suspensions	Proportion of Suspensions Per 100 Students	Proportionality Change (z-scores) From 71-72 to 72-73
Target High School	71-72	2,301	662	28.77	-6.07**
	72-73	1,945	402	20.67	
Comparison High Schools	71-72	2,945	1,766	59.97	+0.83 n.s.
	72-73	2,821	1,722	61.04	
Target Jr. High Schools	71-72	2,186	778	35.59	.354 n.s.
	72-73	2,297	855	37.22	
Comparison Jr. High Schools	71-72	1,647	597	36.25	+9.29**
	72-73	1,869	969	51.85	
Total System Secondary Schools	71-72	41,129	11,050	26.87	+7.02**
	72-73	41,779	12,140	29.08	

* = $p < .05$
** = $p < .01$

n.s. = not significant in predicted director

Table 2 - Suspension Data for Pinellas County 1971-72 and 1973-74.[1]

Group	Year	Enrollment	Number of Suspensions	Proportion of Suspensions Per 100 Students	Proportionality Change (z-scores) From 71-72 to 73-74
Target High School	71-72	2,301	662	28.77	-5.65**
	73-74	2.521	547.2[1]	21.70	
Comparison High Schools (2)	71-72	2,945	1,766	59.95	+2.69**
	73-74	4,452	2,808	63.07	
Target Jr. High Schools	71-72	2,186	778	35.59	-6.08**
	73-74	1,841	490.8	26.66	
Comparison Jr. High Schools[2]	71-72	1,647	597	36.25	+2.31**
	73-74	989	367.2	40.89	

* = $p < .05$
** = $p < .01$
n.s. = not significant in predicted direction

[1]Data for 1973-74 has been adjusted by multiplying intermediate total (April, 1974) by 1.2 for end of year prediction.

[2]One of the comparison junior high schools was closed for the 1973-74 school year.

Conclusions:

Examination of the suspension data for secondary schools from September, 1971, to June, 1974, indicates that the schools participatings in the ESEA Title III Pupil Services P.A.S.S. program have experienced a decline in suspensions. This reduction in suspensions is taken as evidence that the use of positive alternatives for preventing and resolving student behavior problems has assisted target school students develop values and attitudes which lead to more productive behavior.

Follow-Up Results:

As a result of the success/effectiveness of the P.A.S.S. program in pilot schools, it has been expanded to all 12 high schools in the district. During the school years from 1972-73 to 1975-76, student suspensions in Pinellas County have significantly declined while suspensions in many other districts have increased. The records reveal that suspensions have decreased from a high of 12,140 suspensions for 1972-73, which brought recognition to Pinellas County as one of the top fifteen districts in the nation in number of suspensions, to 9,101 suspensions in 1973-74, 7,046 in 1974-75 and a level of 5,754 for 1975-76. Currently, the records for the first semester of the 1976-77 school year report 1,880 suspensions which represents a 33% reduction from the first semester of the 1975-76 school year.

Although other factors may have contributed to this decrease in student suspensions, the expansion of the Time Out Room (TOR) program along with other Positive Alternatives to Student Suspensions (PASS) strategies have had significant impact.

Staff Competencies and Experiences:

The psychologists, social workers and counselors need to have been professionally prepared in the applied behavioral sciences and awarded a masters degree in their respective fields from an accredited graduate school program. They need to have experienced workshops in Human Relations Laboratory Training, Reality Therapy, Values Clarification, Effectiveness Training Skills and Transactional Analysis. They must be proficient in planning and implementing staff development programs as well as providing direct services for students. They must be skilled group leaders able to successfully conduct humanistic activities, survival courses and encounter groups. In addition to implementing most of the sequence of preventive/developmental and crisis/remedial strategies previously discussed, these professionals also provide training and consultation for the Time-Out-Room workers.

The Time-Out-Room worker should have a minimum of a bachelor's degree in one of the applied behavioral sciences with either related experience or recent training in establishing helping relationships with youth. The Time-Out-Room worker is the facilitative listener assigned full time to the Time-Out-Room to help students forecast consequences, explore alternatives, make decisions and develop specific plans which frequently lead to more productive behavior in the students' regular classes.

A team approach and close working relations need to be established among itinerant psychologists and social workers and school based teachers, TOR workers, counselors, deans and administrators. Rather than working only with problem students, the PASS program attempts to facilitate the development of a humanistic and cooperative climate throughout the school.

Cost Information:

The PASS Program was developed and field tested with ESEA Title III funds; it has been expanded and continued with state and local funds along with support from ESEA Title IV B funds which are available for counseling and guidance programs. Program adopters/adapters have used ESEA Title IV C funds, ESAA funds, CETA funds and LEAA funds in addition to their state and local funds.

Since use of additional equipment and materials is minimal, per learner start-up costs for a 3-year program would be approximately $0.40. Operational costs include the salaries of a school psychologist and a social worker for each five schools and a Time-Out-Room worker for each school. These per learner monthly operational costs will vary from $1.20 to $2.00 depending on whether or not a paraprofessional is used in Time-Out Rooms.

THE WHYS AND HOWS OF A STUDENTS' TIME-OUT ROOM

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AN OVERVIEW OF THE TIME-OUT ROOM

Many school behavioral problems can be eliminated by effectively intervening before punishment becomes necessary. Some students get into difficulties because schools have not provided them with processes for coping with emotional pressures. These pressures can continue to build until inappropriate behavior occurs which leads to punitive responses from administrative personnel. Because punishment may be ineffective and even detrimental, other options have been explored by the Positive Alternatives to Student Suspensions (PASS) Program. One of the sequential intervention strategies implemented by the PASS Program is the Time-Out Room (TOR). In the TOR, students have a chance to talk out problems with a "facilitative listener". The "listener" helps students forecast consequences, explore alternatives, make decisions, and develop specific plans which frequently lead to more productive behavior in the students' regular classes. Students can either request this service, or they can be sent by school personnel. Deans, teachers and counselors are encouraged to be alert to potential problems experienced by students in order that early intervention in the TOR may prevent or minimize the seriousness of the potential problems.

Although not intended as a punishment room, the TOR provides an alternative educational environment for temporary placement when appropriate. The length of stay in the room is determined by the individual circumstances of each case. However, prolonged isolation and segregation from the mainstream is detrimental. Therefore, an emphasis is placed upon returning students to their regular classes as quickly as they can develop a plan to resolve their difficulties. Administrators, counselors, and teachers are informed of the progress of students while in the TOR.

The Time-Out Room Program, staffed by Time-Out Room Resource Teachers, who receive training and consultation from pupil services personnel, has become an integral part of each high school. It is an educational alternative which has succeeded.

THE TIME-OUT ROOM RESOURCE TEACHER: POSITION DEFINITION AND DESCRIPTION

POSITION TITLE: Time-Out Room Resource Teacher

REPORTS TO: Principal

POSITION DEFINITION: This is an instructional position with responsibility for supervision and instruction of students who are assigned to the Time-Out Room. This person has a specialized assignment as a staff member who helps to prevent and resolve student behavior problems. An emphasis is placed upon helping students develop a plan for modifying their behavior to enable them to return successfully into the regular classroom as quickly as possible.

QUALIFICATIONS OF PERSONNEL: Rather than being educational specialists with specific certification, Time-Out Room Resource personnel are college graduates with effective interpersonal skills who meet the following minimum requirements:

1. A Bachelor's Degree in one of the applied behavioral sciences with either related experience or recent training in establishing helping relationships with youth.

2. Successful participation in pre-school training and other planned staff development programs provided for T.O.R. Resource teachers.

TYPICAL DUTIES:

A. Operational Duties

To operate the Time-Out Room to which students are sent either by self-referral or by referral from school personnel; e.g., dean, teacher, counselor. The TOR will operate six periods every day. The TOR resource teacher will get time for lunch and for one break, during which a dean, counselor, paraprofessional or volunteer will be in the TOR. Daily and weekly duties will include:

1. Keeping current records of all students who report to the TOR (on a Daily Log Sheet).
2. Maintaining discipline in the TOR with consideration given to the unique purpose of that room.
3. Providing instructional assistance and encouragement to students to complete their daily tasks or assignments.
4. Consulting with deans and teachers to help determine the length of stay for students referred for more than one class period.
5. Interacting with students, individually and/or in groups, to assist them to accept responsibility for their behavior.
6. Preparing a bi-weekly report on students in the TOR.
7. Giving brief daily summaries to teachers.

B. Counseling Duties

1. Individual counseling for helping students modify unacceptable behavior with emphasis upon application of Glasser's steps of reality therapy.
2. Small group counseling to help students

   a. acquire skills to cope more effectively at home and at school
   b. explore specific problems which they experience
   c. apply transactional analysis techniques in understanding their behavior and the behavior of others.

C. Working with Teachers

1. Provide a short written and/or oral communication to teachers about the student's activities and expressed attitude while in the TOR.
2. Meet regularly with counselors and teachers to identify and refer students who appear to need assistance from other school professionals.
3. Obtain work from teachers for students in the TOR.
4. Use the TOR as a neutral ground for helping resolve teacher-student conflicts.
5. Clarify the purpose, goals, and policies of the TOR for teachers.

D. Team Meetings

The Time-Out Room Resource Teacher is an integral member of the Pupil Services Team that operates in each high school.

1. There should be regularly scheduled team meetings concerning students who have used TOR and who might need additional help from other personnel.
2. The team members will include:

   a. referring teachers
   b. psychologist
   c. social worker
   d. counselors
   e. deans
   f. time-out resource teacher
   g. vocational rehabilitation worker
   h. occupational specialist
   i. any other special services personnel

3. Team members will implement a comprehensive program of alternative strategies designed to prevent and minimize the frequency of inappropriate student behavior.
4. The team will communicate with principals, deans, and others connected with the program concerning progress, development and modifications of the TOR and other PASS strategies.

TRAINING:

The Time-Out Resource Teacher will attend and participate in all training scheduled during pre-school, post-school and on staff development days.

A. Pre-service training will be designed to:

1. Provide orientation to the philosophy and goals of the Time-Out Room.
2. Establish an esprit de corps and a commitment to the entire Positive Alternatives to Student Suspensions program.
3. Provide information on materials, resources and referral procedures.
4. Delineate specific procedures for operating the Time-Out Room.
5. Specify record keeping routines for appropriate follow-up and documentation.
6. Provide specific training in:

    a. developing communication skills in active listening and congruent sending
    b. principles of behavior modification
    c. application of reality therapy steps in the TOR
    d. value clarification strategies

B. Staff development training during the year will focus upon:

1. Using transactional analysis concepts with students.
2. Developing skills for winning the cooperation of unreceptive or critical personnel in the school.
3. Gaining information on specific school and community resource programs.
4. Conducting group sessions.
5. Applying "no lose" approaches in social problem solving.
6. Providing a forum for T.O.R. personnel to share experiences, resolve problematic areas, and coordinate the preparation of records and reports.

SCHOOL LEVEL GUIDELINES FOR THE OPERATION OF A TIME-OUT ROOM

1. Each principal must recognize that the skills and competencies of the TOR resource teacher will largely determine the success of the TOR program in each school. Thus, extreme care in the selection of TOR personnel must be exercised.

2. Although a TOR teacher may be assigned responsibilities for extra-curricular activities, the primary criterion for employment should be placed upon the potential effectiveness of the applicant as a TOR resource teacher.

3. Each principal should minimize the assignment of additional duties to the TOR resource teacher which could limit the time needed for follow-up contacts with students, teachers, deans, counselors, and parents.

4. The TOR teacher should be used neither to substitute in classrooms nor to fill other vacancies in the school.

5. The TOR teacher should have the freedom to conduct his/her room as the regular teacher does.

6. The TOR teacher's schedule should be similar to a regular classroom teacher's schedule with time for lunch, conferences and planning.

7. After consultation with deans to establish a procedure for handling overflow students, the TOR teacher should be delegated the responsibility for determining the number of students permitted in the room at a given time.

8. The deans should request the TOR resource teacher's assistance when determining the length of stay for students sent for more than one period.

9. The TOR teacher should work with students to develop a plan to return to their normal classes as soon as possible after a minimum stay of one class period.

10. Each high school should develop a cadre of community volunteers and/or paraprofessional personnel to help troubled students in the TOR and to periodically relieve the TOR resource teacher for conferences and counseling.

11. The Time-Out Room in each school should:

    a. Be in a well lighted and ventilated room in which a minimum of twelve people can be comfortably positioned.
    b. Be situated near the deans' offices.
    c. Have tables, chairs, study carrels and appropriate resource materials.
    d. Have a telephone for direct, urgent, and essential communication with deans, administrators, counselors and parents.

COUNTY-WIDE RECOMMENDATIONS FOR MORE EFFECTIVE USE OF TIME-OUT ROOMS

A. The following guidelines are being proposed to establish uniform county procedures in using the TOR for preventing and resolving behavior problems while minimizing the use of suspensions.

1. In the absence of a crisis, alternatives to suspensions, such as, the Time-Out Room, should receive first priority in responding to inappropriate student behavior.

2. Students, who repeat inappropriate behavior, should be referred to the Pupil Services Team for intervention procedures in addition to the Time-Out Room. Suspension from school should be reserved for seriously disruptive behavior rather than as a response to cumulative minor offenses.

3. Each school administrator should consistently implement a basic TOR guideline which provides that academic work completed in the TOR is accepted for credit without prejudice.

4. The school system's Executive Team should recommend the discontinuation of in-school suspensions as practiced in several high schools in which the students are asked to attend all classes and get no credit for work that they do.

B. The following processes are recommended for improved program implementation.

1. The Assistant Superintendent for Student Services, the Administrative Assistant to the Deputy Superintendent and the Director of Administrative Services should conduct meetings with deans to formulate consistent approaches in dealing with behavioral problems of students.

2. The Assistant Superintendent for Student Services should plan meetings with deans and other school administrators to explain the Positive Alternatives to Student Suspensions program, the operation of the TOR, and strategies for developing a team approach to providing services.

HELPING STUDENTS SURVIVE AT SCHOOL AND AT HOME

***

Two Twelve-Week Courses
For Secondary Level Students

Developed and Written by:

John C. Kackley

Edited by:

Ralph E. Bailey
Caroline Fenderson

Case Studies Prepared by:

Gary Becker
John Higgins
John Kackley
Peter Simmons

The courses are part of the Positive Alternatives to Student Suspenions (PASS) Program innovated and validated for national dissemination through the Pinellas County, Florida Pupil Personnel Services Demonstration Project, ESEA Title III/IV-C, Dr. Ralph E. Bailey, Director, located at All Children's Hospital, 801 Sixth Street South, St. Petersburg, Florida 33701 813/821-5260.

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SURVIVAL COURSE OUTLINE

The School Survival Course is a group counseling and psychological education program that is conducted for a 12 week period. This program takes a positive approach which avoids personally destructive confrontations. Since the course is goal directed and focuses upon specific target behaviors, progress can be easily measured by both the students and their group leader.

I. Session One
   - A. Discuss why students are here and what they can expect.
   - B. Discuss a variety of routines and cycles in which students may find themselves trapped.
   - C. Set the ground "rules".
   - D. Communicate positive expectations that the students will benefit from the group process and from the experiential learning activities.
   - E. Assignment: Students are encouraged to take materials to regular classes and try to do assigned work.

II. Session Two
   - A. Have students discuss the "best thing that happened to me in school this past week".
   - B. Review ground "rules".
   - C. Explain "scripting".
   - D. Have students explore the following:
     1. What script is yours?
     2. What is your school script?
     3. What is your family script?
     4. What is your money script?

III. Session Three
   - A. In all subsequent sessions have students discuss "the best thing... at school this past week".
   - B. Review "rules" and "scripting".
   - C. Describe the three "ego states", Adult-Parent-Child, as presented in Transactional Analysis.
   - D. Provide examples of the "ego states".
   - E. Have students volunteer other examples from personal experiences.
   - F. Assignment: Have students keep a chart to record appropriate behavior in a classroom, both for themselves and their teacher.

IV. Session Four
   - A. Discuss "the best thing".
   - B. Discuss students' charts tallying appropriate classroom behavior.
   - C. Review "rules", "scripting" and "ego states".
   - D. Discuss games students play.
     1. "Ain't it awful."
     2. "Stupid."
     3. "Martyr."
     4. "Uproar."
   - E. Assignment
     1. Ask students to say "hello" and "goodbye" to each teacher.
     2. Ask students to use the teachers' names.
     3. List the number of times completed and note how the teacher responds. (Role play this assignment.)

V. Session Five
   A. Discuss progress on assignment of saying "hello" and "goodbye" to teachers.
   B. Discuss the "best thing".
   C. Review "rules", "scripting", "ego states" and "games".
   D. Discuss T.A. concepts of "stamp collecting" emphasizing "red", "blue" and "gold" stamps and consequences of each.
   E. Assignment
      1. Continue saying "hello" and "goodbye" to teachers.
      2. Make an effort to compliment your teacher (discuss and role play).

VI. Session Six
   A. Discuss progress on assignment of complimenting teachers.
   B. Discuss the "best thing".
   C. Review "rules", "scripting", "ego states", "games" and "stamps".
   D. Assignment
      1. Continue saying "hello" and "goodbye".
      2. Continue complimenting your teachers.
      3. Offer to help each teacher at least once.

VII. Session Seven
   A. Discuss progress on assignment of offering to help each teacher.
   B. Sharing among students giving examples of "ego states", "games", or "stamps" experienced that week.
   C. Assignment
      1. Continue saying "hello" and "goodbye".
      2. Continue giving appropriate compliments and offering to help the teacher.
      3. Have students ask teachers for assistance in completing tasks for which they need only reassurance that they are on the right track. (Discuss and role play.)

VIII. Session Eight
   A. Discuss progress on assignment of asking for help from a teacher.
   B. Sharing among students with an emphasis on positive experiences related to assignments.
   C. Review "ego states", "games", and "stamps" with an emphasis upon reducing the frequency of non-productive interactions.
   D. Assignment
      1. Continue with "hello and goodbye", compliments, helping and asking for help.
      2. Have students volunteer for a class assignment or a project in at least one class.

IX. Session Nine
   A. Progress check on the assignment to volunteer for something in at least one class.
   B. Sharing with an emphasis upon a positive experience related to an assignment.
   C. Assignment
      1. Continue with "hello and goodbye", compliments, helping, asking for help and volunteering.
      2. Share with each teacher a positive behavioral change which you have experienced within that teacher's class.

X & XI. Sessions Ten and Eleven

A. Discuss progress on assignment of sharing a positive behavioral change in each teacher's class.

B. Discuss the best thing that happened to you at school this week and how you helped make it happen.

C. Continue all previous assignments.

XII. Session Twelve

A. Discuss the best thing that happened to you at school this week and how you helped make it happen.

B. Share a positive behavioral change which you have experienced in this group.

C. Conduct a "Care Chair" for positive feedback to each student from other group members.

D. Say "goodbye" and arrange for brief individual follow-up contacts either as needed or after a predetermined time interval.

INTRODUCTION

The description of the Student Survival Courses has been prepared for those persons in pupil personnel services and related professions who wish to become aware of the PASS intervention strategies which are targeted upon the needs of students who are experiencing learning and behavior problems in school and/or at home.

The activities described in this booklet are examples of intervention programs that have been tried and found to be successful with students in Pinellas County, Florida, as positive alternatives to student suspensions.

They are part of a larger intervention program of Positive Alternatives to Student Suspensions (PASS), which also includes: (1) operating "Time-Out Rooms" which serve as temporary alternative educational environments that provide students an opportunity to "cool off", examine and evaluate their behavior, explore alternative behaviors and to develop plans to cause the effects they desire; (2) holding workshops and seminars throughout the year, open to all school personnel, to help them become productively involved with their co-workers and students and to help them acquire applied behavioral science skills to enhance their professional effectiveness; (3) providing basic encounter groups for school personnel and students to help them explore their attitudes and perceptions about the basic questions: "Who am I?", "Where am I going?", "How do I effect others?", and "How can I become a more effective human being?"; (4) involving students in humanistic activities in their classrooms that encourage openness, sharing social awareness, and personal growth; and (5) offering parent training groups which focus on the principles and techniques of Parent Effectiveness Training, Behavior Modification, Transactional Analysis and Values Clarification.

In addition to making this booklet available, the Pupil Personnel Services Demonstration Project also offers the following services that may be of help to you:

(1) More detailed information in printed form about each of the other PASS intervention programs;
(2) Assistance in gaining administrative sanction for and orienting school personnel to the Student Survival Courses and other Positive Alternatives to Student Suspensions;
(3) Information about training programs for potential course leaders, teachers and administrators;
(4) Follow-up technical assistance at the Demonstration Project headquarters and/or at adopter locations to faciliate successful adoption and effective implementation of the PASS strategies.

NEED FOR AND DEVELOPMENT OF THE COURSES

Most of the students that have participated in the School and Home Survival courses were caught in a vicious cycle of exhibiting inappropriate behavior, being suspended, receiving failing grades while being out of school, coming back and seeing the situation as hopeless, exhibiting the same inappropriate behavior, getting suspended and on and on.

Many factors are involved in the development of negative patterns of behavior like the one described above. Frequently, children live in homes where they begin to perceive themselves as "not ok", and they develop negative life scripts. Once negative patterns begin, they are repeated when the child experiences frustration and pressure. Students can feel competitive pressures from peers, siblings, homes, school and jobs. In addition, the presence of overcrowding, double sessions, the increasing number of changes they must experience in all areas of their living because of our "Future Shock" society creates other pervasive pressures.

The increasing number of student suspensions in recent years provides evidence that intervention is needed to help students break these vicious negative cycles.

GOALS AND OBJECTIVES OF EACH COURSE

The Student's School Survival Course -

This course is designed to help students who are experiencing frequent difficulty with teachers and administrators because of school behavior problems. The students invited to participate are those identified by school personnel as students evidencing behaviors common to students who become suspended and/or drop out of school.

The over-all goal is to help students learn that it is possible to survive in school and to receive positive feedback from teachers and other students. In order to achieve this goal, it is necessary for a student to accept responsibility for assuming control of his life.

The basic objectives are to:

(1) Help participating students acquire the attitudes and skills which lead to productive social behavior at school.
(2) Reduce the frequency of disciplinary referrals and suspensions for participating students.
(3) Help participating students improve their academic standing by being in daily attendance and demonstrating on-task behavior.

The Student's Home Survival Course -

This course is an adaptation of the School Survival Course for students experiencing difficulty at home. It is designed to help participating students reduce their home problems in order that they may perform more effectively at school.

The over-all goal is to teach students that it is possible to survive at home and to receive positive feedback from parents and siblings.

The basic objectives are to:

(1) Help students acquire the attitudes and skills which lead to productive social behavior at home.
(2) Reduce the frequency and severity of home problems.

(3) Help participating students improve their academic standing through developing more positive attitudes about themselves and obtaining more support and encouragement from their parents.

COURSE DESCRIPTIONS

The Student's School Survival Course -

What, When and Where - The course is designed to run for twelve weeks for one hour each week during the regular school day.

For Whom - Participants are usually recommended by the deans, counselors, "Time-Out Room" personnel, and/or teachers. They are most often students who have been suspended or are on the verge of being suspended. In all cases, they are students whose negative self-perceptions have resulted in active behavior problems or self-withdrawal. The course can be implemented on an individual basis when a referred student is not ready for group work, or it can be presented to a group. Experience has shown that it is more effective to work with a group of the same sex with a group size of eight or less. However, when leading the course for the first time, it is advisable to limit the group to four or less. Later, after the leaders have developed confidence in themselves and the course, the group size can be increased.

Course Leadership - Co-leadership is desirable at all times and almost mandatory for the first several groups. A male/female leadership team of persons from counseling, school psychology and school social work backgrounds have proven most effective. Some advantages of conducting the course with co-leaders follow:

(1) Each leader's style adds different dimensions to the group process which serves to enhance student involvement and goal achievement;
(2) The leaders assist each other by sharing their direct observations to evaluate each session and to develop strategies for improving the productiveness of future sessions;
(3) Meetings with the students' teachers and parents can be shared between the leaders;
(4) The team provides a built-in, experienced substitute which facilitates continuity from session to session and protects the trust level developed;
(5) Adult role models of different sexes can demonstrate that effective communication and cooperation is possible between a man and a woman. Also, students have an opportunity to explore questions concerning masculinity and femininity.

Communicating with Teachers

Prior to the first meeting, a list of the participants is sent to all of the teachers involved. The course purposes are explained, the meeting dates stated, and the teachers are informed that the students will be expected to make up any classwork missed when attending the group sessions.

Two conferences are arranged with each student's teachers. The first conference is held during the second week of the course to establish direct communication with the teachers and to request their assistance in looking for

new behavior and responding positively, when possible. The second conference during the seventh week is held to find out how the student is doing academically and socially. The second conference provides an opportunity for feedback to determine whether or not the student is carrying out the tasks assigned during the course to be done in his/her classrooms. Teachers are not informed about the specific nature of the tasks which are assigned to students, but they are asked to provide encouragement for students as they attempt to initiate more constructive social and academic behaviors. This strategy is followed to enable the student to assume major responsibility for developing new behaviors while the teacher is in a supporting role. Thus, each student can experience the satisfaction of knowing that his/her increased effectiveness is primarily produced by personal efforts.

It is advisable to conduct teacher conferences in locations other than the staff lounge. Since the lounge is often a place where negative feelings about students are ventilated, it may be difficult to overcome this expectation. Thus, a different setting may be more conducive to focusing upon awareness of student attempts to initiate constructive academic and social behavior.

Communicating with Deans, Counselors and Administrators

It is most important to let the deans, counselors and administrators know about each group, its membership and the progress of group members. When deans and administrators know that an intervention program is being implemented, they tend to avoid suspending participating students in order to give the program an opportunity to effect positive change. Counselors and Time-Out Room resource teachers need to be aware of participating students in order that day to day support can be provided as needed. The course leaders usually try to see the deans either before or after each session to report individual and group progress and to share any information the deans might have. The deans are urged to use the "Time-Out Room" as an alternative to suspension whenever possible if any of the students have difficulties.

Communicating with Parents

Although this course is beneficial without parental awareness, it is more effective when parents particpate in a parent training group or receive counseling from course leaders.

The leaders ask the students to tell their parents about the course and why they are in it. The parents are encouraged to get in touch with the leaders whenever possible. The students have the leaders' schedules and phone numbers where they can be reached. If any parents do call, the leader answers their questions and tells them the "how and whys" of the program. If the parents are interested in individual help or joining a group, they are accommodated. It is usually left up to the parents to contact the leaders if they have any concerns or need help. The students are urged to share the course with their parents.

Many parents have had unfortunate encounters with schools about the behavior of their children and the parents have developed negative attitudes toward schools, teachers and administrators. The school-parent contacts have been

made at a time of crisis and some parents feel very threatened by the school's implications that as parents they are not doing an appropriate job. These parents do not see the school as a helping agent, but rather as a condemning agent of them and their child. The school survival program lets parents know that school personnel really do care for students, that they want students to stay in school, and that they are willing to spend time and energy for individual students to bring about success.

Concepts and Methodologies - The course activities and leadership techniques are based on concepts and methodologies drawn from the following sources: (1) Behavior Modification as defined by B. F. Skinner and adapted by Madsen and Madsen; (2) Transactional Analysis (TA), as developed by Erik Berne and popularized by Thomas Harris, Muriel James and Dorothy Jongeward; and (3) Reality Therapy, developed and described by William Glasser.

THE TWELVE SESSIONS

The first session focuses on orienting the students to why they are in the program, what they can expect and to set the ground rules. Sessions two through four focus on helping the students learn about the TA concepts of "scripting", the "three ego states", "stamp collecting and "game playing". During sessions five through nine, the students are assigned different tasks to do when they return to the classroom in order to improve their communication and relationships with their teachers. Course time is set aside each session for students to share their progress and problems and help each other. Sessions ten through twelve are designed to encourage more student sharing of progress and problems and allow time for them to practice attitudes and activities that might be more helpful.

All sessions, after the first, begin with a sharing of "The best thing that happened to me this week at school was...", and a review of the course rules and concepts learned during previous sessions before moving into the agenda for that meeting.

Through their negative experiences, many students feel that they are just pawns in the educational system and have no control over what happens to them. Some just give up, but many continue to do non-productive fighting back that gets them in more difficulty. They don't see the relationship between inappropriate behavior and the backlash from the school.

At all times the students are helped to see that they are basically in control of their behavior, are responsible for it, and to a large degree can choose what will happen to them and how people will react to them. The focus is continually on their strengths, and the development of these strengths, rather than on their negative self-concepts and the tendency to blame others for their state of affairs.

Session One -

The leaders introduce themselves to the group for the first time, explaining who they are and why they are interested in working with this particular group. The students are informed that this is a special twelve-week course and that their participation and cooperation is expected. A concerted attempt is made to achieve a specific understanding with the students that they are in this group because they have been having rather serious difficulties in school. The leader clearly states the following: "Many of you have either been suended or have been threatened with a suspension. Furthermore, some of you may be considering dropping out of school as a way of avoiding your frustrations with school." It is explained to the group that through the years they have learned inappropriate classroom behavior that has gotten them into difficulties, and that this course is a chance for them to learn appropriate behavior that can make the classroom situation more rewarding for them. It is further explained that even though their classroom teachers may be the source of some of their problems, it is not the teachers who are in difficulty, but the students. It is stressed that although a teacher's behavior may be inappropriate, it is not necessary for the student to respond inappropriately. Rather, the students are challenged to explore how this course can help them to assume responsibility for their own behavior and to exert influence upon the behavior of others.

It is also explained that this is a course which has been used with other students, most of whom have found it helpful; and that it will take approximately twelve hours of their time over the next twelve weeks. They will be excused from class, but will have to make up any work missed. The leaders try to get a commitment from each member at this time that they will attend the meetings and try to follow the suggestions in the course. There is usually some hesitation on the part of a few of the students, but they almost always agree to try. However, if someone indicated disinterest and said he or she wouldn't cooperate, that student would be excused from the program with the assurance that they can join another group when they can make the required commitment. It is extremely necessary that every participant follow all the suggestions and try to keep on schedule.

After the participants commit themselves to the course, the following five basic rules are presented so that they can be discussed, understood and learned for use in all future sessions.

Rule 1. Be on time. The group meets only for an hour and it is important that it start on time. Some of these students are having difficulties with getting to class on time and that gets them in trouble with the teacher. It is felt that the peer pressure of getting the group started on time is helpful here. When students are late, and the rest of the group has to wait for them, the late arrivals usually feel the disapproval.

Some leaders will send for the group members for the first three sessions. This is to keep up the enrollment, show sincere interest in the students and to help set a time pattern. When a student is late, or doesn't attend, no excuses are asked for or accepted by the leaders. Excuses are a waste of time and serve no purpose. Instead, the leader should ask whether the student plans on attending the meeting on time and when will he start.

Rule 2. Only one person talks at a time. It is explained to the students that most people rarely get a chance to express their thoughts without others interrupting. People will interrupt with, "Well, I don't believe that", or "You're silly to think that", or "Yeah, I think that too", "Yeah, that happened to me at one time". When this happens, the interrupters swing the focus from the speaker to themselves.

Observing this rule gives the focus person a chance to be the center of attention and to fully express his or her feelings and thoughts about things that are felt to be important. This might be one of the rare times that the student has a chance to express himself without having to defend himself at the same time.

Rule 3. Everybody listens. Most of us are pretty poor listeners. When someone is talking to us, we usually are trying to think of an answer that will either reinforce what the person is saying, disprove what the person is saying, or go off in our own flights of fantasy. Most of us are waiting for either a pause or a chance to interrupt so that we can swing the focus of attention to ourselves. Thus, we don't give of ourselves, but instead use the other person. However, if we were to give our undivided attention

to the speaker, we would become open to listen to what that person's concerns are and the emotional involvement he or she has with these concerns. As a result we can learn something about them that can add to our experience and help us share ourselves more effectively in return.

Rule 4. No put-downs or killer statements. We live in a very negative society which is full of put-downs and killer statements. Even though they are sometimes funny, they have the effect of stopping conversation or keeping the conversation on a superficial level. If someone is taking a risk in expressing his or her personal thoughts and someone comes in with a killer statement, the first person will be very hesitant to take additional risks. The students are also asked not to put themselves down. They tend to begin statements with "Well, this may sound foolish..." or "I know this is stupid...", or "I'm so dumb to do this kind of thing...". Rather, they are asked to begin their statements in positive ways which help them own what they are saying, such as "I think", "I feel...", "It seems to me that...", "This is the way I see it...", etc.

Rule 5. What is said in the room stays in the room. Group members are frequently reminded that confidentiality is a must if group trust is to be developed. They are cautioned not to share with their friends any statements that are made by individuals in the group. Rule 5 is an extension of Rule 4 in that it is designed to avoid embarrassing remarks or put-downs which could come from persons outside the group. Furthermore, by asking group members not to discuss with one another what has gone on in their group, most members will be able to stay at about the same level of involvement and conclusions can be checked out with all members of the group.

In discussing these rules, it is mentioned that any time a rule is violated, the rest of the group is simply to mention quietly the violated rule by number (Rule 1, or Rule 2, etc.). The rule violater should not be put down for making a mistake. This helps the students remember the rules, listen closely to what is being said and think about what they are saying. The students feel less like policemen trying to enforce rules and more like friends trying to help each other.

At the end of this first session, the students are invited to begin to try to behave more appropriately in the classroom. In reference to academics, students are encouraged to take all their materials to each and every class, to make an effort to do the required work even when it is difficult. In reference to student teacher interaction, students are asked to avoid confrontations by not responding to every challenging thing that they think a teacher says. It is explained that when students don't come ready to work (forget their pencils, etc.), don't try to do the work, and talk back to the teachers, they give the teachers an opportunity to punish them. Thus, when you behave inappropriately, you are giving your teachers a club and saying "Hurt me with it!".

Leadership Suggestions for Session One

There are usually several students in each group who will not own their problem, but who continue to blame the teachers as the source of their difficulty. It is important that the group leaders be familiar with each student's school record including the number of times each has been suspended and/or been to the dean's office and the nature of their difficulties. The leader should be very direct with these students to remind them that it is they, not the teachers who are in trouble. Also, reemphasize that each student is in charge of himself and responsible for his own behavior. Some grumbling and complaining about the school and how unfair it is should be allowed as a necessary ventilation of anger and anxiety. However, negative statements should not be permitted to dominate the session, because constructive attitudinal change does not take place in a negative climate. Don't expect magic to occur, but you can begin to have positive expectations that students will begin to experience new strength just through being aware that they are trying and that they are involved in a supportive group.

Some teachers and administrators will expect immediate behavioral improvement from the students and condemn the students and leaders when it doesn't happen. Those critics need to be reminded that it took the students nine, ten, eleven or twelve years to reach where they are and that a few meetings aren't going to bring about any radical changes. Critics will need to be reminded that there is a chance that the behavior might become worse for a time as the student checks out the sincerity of the leaders to their commitment to the process. Parents should be given the same information.

Session Two -

This session, and all that follow, begin by asking each student to make a short statement on "The best thing that happened to me this last week in school was...", explaining what it was. It is important to give these students experience in sharing positive things that have actually happened to them in school, in order to break their learned pattern of hooking on to negative things and seeking every opportunity to reinforce their negative attitude through anything that happens in the classroom or in the school.

After making their statements, the students are asked to review the five rules, which are usually written on the black board by one of the group, and left there for the rest of the session. They also review what they are to do if someone forgets a rule.

The course material for this session focuses on the TA concept of "Scripting". It is explained that whenever a person is born the child's family gives him or her a script. The script is just like one that is used in the movies and on the stage. It helps determine the roles that the young child will play at home, in the community and in the school. A script tells the child that he or she is either a born winner (which means that he or she will have a successful experience in various situations), or a born loser. Most of the students in this group have been playing losing scripts since childhood, and have been born losers in the school situation for a long time, because their losing negative scripts call forth inappropriate behaviors which often make it difficult for them to get along with others, deal with authority, or learn. A person with a losing script may play the role of the class clown, the class

idiot, the class troublemaker or a combination of a number of these. This script is usually re-established at the beginning of each school session and continues throughout a student's educational career, unless a successful intervention occurs. It is stressed that although a student may see himself in a negative role, he can change his script and, thus, change how others respond to him. A losing script can be torn up completely, or can be altered so that more appropriate behavior takes place and more positive attitudes are developed. One of the difficulties in developing a winning script, is that other people are so used to the old script that they may resist the student's changing role. There may be pressures from classmates and some teachers to continue in the old behavior, because that is what they understand and expect. When a person is rewriting a new script for her/himself, the changes are not always appropriate. Some roles that a student may choose can be just as inappropriate as the previous ones. This is where the guidance from an expert in human behavior (such as the leader of this course) is helpful, because he can assist the student in checking out the consequences of the newly chosen behavior. Great emphasis is placed on the fact that the students are in charge of their lives and have a great deal of influence over how other people regard them. However, students are cautioned that writing a new script involves taking a risk that they may be even less satisfied with their new roles.

Note: The students who have been behavior problems in the school have been receiving many strong "strokes" from other students, school personnel and possibly parents. These strokes were negative and produced hurt and anger. However, negative strokes are better than no strokes, because even though they are painful, they tell the student, he or she exists and is a real person. The group leaders and other involved persons must be ready to supply positive strokes to the students just as intensely as the negative strokes were supplied in order for a student to be able to exchange new behaviors for old behavioral patterns. If not, the student becomes disillusioned and reverts back to the old inappropriate behaior. Do not assume that school personnel will notice improved behavior and respond with positive strokes. Unfortunately, appropriate behavior often goes unrewarded in our schools, while inappropriate behavior receives the maximum focus. Therefore, it is critical to alert the teachers of students with whom you work, of the importance of recognizing and responding to behavioral changes in order that these changes can be sustained.

Leadership Suggestions for Session Two

One of the difficulties in working with students such as these is that they are not used to staying on task. They also are practiced in using all kinds of diversionary tactics, and will use them in these sessions as well. Group leaders need to understand this and not be unduly bothered by it. Some digressions are necessary, especially in the beginning, to help the students work off personal agendas. Usually two or three short breaks (perhaps only 2 or 3 minutes long) during each session are helpful, and the leaders can reamin alert to directing the group back on task when necessary. It has been found that even when students seem off task, they tend to remember and be aware of what was being said at the time. After the group learns the TA "ego states" and the "games" students play in sessions three and four, they will begin to catch themselves in their own diversionary behavior.

Session Three -

This session begins as the previous one, with a round robin sharing of statements about "the best thing that happened to me in school this week", and a

review of the five discussion rules. The TA concept of scripting is also reviewed to be sure it is understood. It is most effective to let the students help each other clarify what was talked about, while the leaders fill in only when there is real confusion.

Then, the TA concepts of the three ego states are presented as a chalk talk on the black board so the students can see as well as hear.

The first ego state that is discussed is that of the "parent". It is explained how everyone has a "parent ego state" which internalizes the behavior and attitudes of the significant adults in our lives. These adults can be parents, relatives, important adults in the community, and teachers. There are basically two kinds of "parent ego states". One is called a small "p", which is characterized by the "parent" being helpful, kind, considerate, ego building, and nourishing. Because so many of the students know comic strip characters, this "parent ego state" is often referred to as "Mary Worth".

The "Mary Worth" part of us makes us feel good about ourselves: that we are ok as human beings, that it is ok to make mistakes, and that we are basically good people.

The second "parent ego state" is that of the capital "P" the "parent", the punitive, authoritarian, guilt and anger producing part of us. It is the "Archie Bunker" type of parent. It tells us "we should...", "we better...", "we'll never do THAT again", and lots of other put-downs. This "parent state" is full of negative responses, telling us that we are no good, stupid, won't ever amount to anything, and produces a great deal of anger, guilt and anxiety in us. It is pointed out to the students that teachers often are in one of these "parent ego states" themselves - either the small "p", or the big "P"; and the students often can readily identify different teachers from the above mentioned behavior. Then the parallel to the two "parent states" inside themselves is drawn, and the point made that some of their difficulties with teachers or classmates may occur when they slip into their own capital "P's".

The next ego state discussed is that of the "adult". The "adult ego state" is characterized as an unemotional, fact-finding, data processing human computer. The "adult state" can check out possible consequences of alternative ways of behaving. Mr. Spock on "Star Trek" is used to exemplify this type of ego state.

The last ego state to be discussed is the "child ego state". It is described as the inquisitive, affectionate, selfish, mean, playful, whinning, or manipulative ego state. Similar to the "parent ego state", it has more than one part. The "child ego state" has three different parts: the "natural child", the "adaptive child" and the "rebellious child".

It is explained that the "natural child" is what a baby would naturally be if parents, teachers, or significant adults did not influence him or her to act differently. The "natural child" has strong basic drives that are related to physical survival. The "natural child" is extremely self-centered and doesn't want to take into consideration other people's needs. However, the "natural child" is also creative, spontaneous and loving.

The "adaptive child" is usually the kind of person that parents and teachers seem to think of as having no problems. The "adaptive child" does pretty much what the adults want him or her to do and say. If a teacher asks

for a two-page report, this "child" would turn in five; if one chapter is assigned, he or she will read two. "Adaptive children" usually sit back and are very quiet people. It is pointed out that this is not ideal behavior, because the person has lost spontaneity and zest for life. Another "child ego state" is the "rebellious child". This is a "child" who has been hurt by adults and is fighting back for survival. Most anything that an adult in a position of authority does or says is seen as automatically wrong to a person in this rebellious ego state. They are usually very disruptive in the classroom, do not bring their materials, talk back to the teacher, and try to keep the focus of attention on themselves through inappropriate behavior. Most of the students in this course tend to be in the "rebellious child" state and so it isn't necessary to use anyone from comic strips, TV or the movies because these students see themselves most often in this ego state. They identify with the "rebellious child" very easily. Classroom examples are used to show how the "rebellious child" frequently hooks the capital "P" teacher, which leads to a confrontation and the "rebellious child" ends up either in the dean's office and/or being suspended.

Leaders can help students to recognize signs which indicate when a teacher or parent is moving into a capital "P" ego state. When the student can recognize these signs, they can alert their own "adult" ego state and keep their "rebellious child" under control and maybe diffuse an explosive situation.

There are physical signs that a capital "P" parent will use to demonstrate his ego state. Some "P's" are like an angry dog or cat; they almost expand before a person's eyes. They stand taller, lean forward, their eyes get bigger, their voices become louder, their arms stretch and may be aimed toward their victim with a pointing finger directed at the person's face. Then the words start. The words have been mentioned before and they are, "You always...!", "You never ...!", "If you ever...!", "You had better...".

Leaders can help the students to recognize the signs that tell them that their "rebellious child" is being hooked by a teacher or a parent. The "rebellious child" is hooked when the student feels hurt, put down, confused and then angry. The very "rebellious child" might come out fighting, both physically and/or verbally. He or she might sulk or pout for awhile, and blow up later. When a student uses the following statements, he or she is probably in a "rebellious child" ego state. Some of the statements are "I won't!", "You can't make me!", "I don't care!", or "I'll get even!". Students who destroy school property, destroy parents' or teachers' personal property, create disturbances in a classroom or home, or "rip off" the belongings of others, are in a "rebellious child" ego state. When students are aware of what is happening to themselves and others, they can take appropriate, positive action.

The leaders are trying to expand each student's "adult" ego state to enable him to analyze what is happening in a situation, rather than just reacting in what may be an inappropriate manner. Students are taught to ask themselves "What is happening now?", "Why is the teacher acting that way?", "Why am I acting and feeling this way?", "What can I do to make the situation better?". Students are encouraged to analyze "good" situations to learn why things go right and to increase their use of these behaviors in other appropriate situations. It is very important that students learn they don't have to respond every time someone tries to "hook" their "rebellious child" into doing inappropriate behavior. At times, students become willing to just remain silent rather than heat up a losing issue.

Leadership Suggestions for Session Three

Stress the reality of the fact that even though a teacher may behave inappropriately, the student is still held accountable for his own behavior. When a student does not bring materials, does not complete the required work, does not keep still or creates a disturbance in the classroom, it is not the teacher who gets into difficulty, but the student. Allow the students to ventilate their difficulties with teachers, but always stress that they, the students, still have a great deal of control over what happens to them - more control than they may ever have realized. Finally, continue to emphasize that sudents do not have to respond punitively or rebelliously to the parent ego state of their teachers.

Session Four -

The meeting begins with the sharing of the "best thing that happened" statements; a review of the rules; plus a quick review of "scripting" and the TA ego states. Again, emphasis is placed on understanding and guiding the "rebellious child ego state". After this review the TA concepts of "stamp collecting" and the "games" students play are presented. When "stamp collecting" is discussed, it is pointed out that most persons in the group have either collected S & H Green Stamps or Top Value Stamps. The students discuss how people save these stamps, paste them in books, trade them in for something later on, and get upset if they lose the stamps. Also, they discuss their feelings when the stamps stick together or when the clerk fails to give stamps to them. These stamps are stamps that can be seen and touched. Then it is explained that there are other stamps people collect which are called "emotional stamps".

The most commonly collected "emotional stamps" are the "red stamps" which are red for anger. These "stamps" can be collected and can also be given to other people. People can collect "anger stamps" when someone does something that they don't like. A student may collect "anger stamps" when lectured for any of the following: not completing a lesson, being late for class, not having materials, or not sitting still and keeping quiet. People can collect "anger stamps" for a variety of reasons which are self-determined. After collecting a certain number of "anger stamps" which are stored in a psychological "book", a student may respond by telling a teacher off, committing acts of vandalism, destroying textbooks, disrupting a classroom, or trying to do physical harm to someone in the school. If a person collects enough "anger stamps", he decides to either kill someone or kill himself. By collecting "anger stamps" a person attempts to blame other people for what happens to him rather than take responsibility for his own consequences. Rebellious students frequently exchange stamps with their teachers, school personnel and parents. When a student expresses his anger or attempts to arouse anger in someone else, he provides ammunition which others may use against him. Thus, students frequently "arrange" interactions which result in their receiving negative strokes.

The second most commonly collected "emotional stamps" are "blue stamps", or the "depression stamps". These are like the "anger stamps", in that they can be collected from a variety of sources, pasted in our psychological "book", and be used as permission to do something. Primarily, blue stamps permit us to feel very sorry for ourselves and feel down in the dumps. This can last from a few hours of self-pity, to long periods of depression. Some people

who collect "depression stamps" are like hogs in a mud puddle. They settle down very comfortably in this mud puddle, wallow around and feel comfortable about feeling very bad. The "depression stamps" can be collected into "books" and these "stamps" can be used as permission to either become very emotionally disturbed or to commit suicide.

There are also "brown stamps" or "blah stamps", which are collected when a persons feels unexcited, disinterested or bored. An individual may become concerned with a dull, routine existence and react by trading in his "brown stamps" for either "blue stamps" or "red stamps", and then, use these stamps for permission to become either depressed or angry.

The best kind of "emotional stamps" are called the "gold stamps". "Gold stamps" are stamps that make us feel really good. They make us feel that we are ok. We may give ourselves "gold stamps" when we have worked hard or performed an act of kindness. Also, when someone says or does something which really pleases us, they are giving us a "gold stamp". When persons collect enough "gold stamps" in their "books", they feel permission to reward themselves or others. For example, a person may collect enough "gold stamps" for rewards such as: a new record, a new dress, an evening out on the town, or maybe even a new car. A "gold stamp" in TA is often called a "warm fuzzy".

Many students don't realize that teachers, school administrators and parents like to receive "gold stamps" from their students. The above mentioned people need to feel that they are appreciated and that they do a good job. They are usually very surprised when they receive a "gold stamp" from someone who usually just gives out red or blue ones. They might even distrust the motives of the giver. However, if the students are persistent in giving out appropriate "gold stamps" this obstacle can be overcome.

It is very carefully explained to the students that they cannot only receive these stamps, but that they can give them too. If they receive a "gold stamp" or give a "gold stamp", they usually feel pretty good. However, if they give "brown stamps", "blue stamps" or "red stamps", they will not feel good about themselves or about others. It is strongly stressed that they do not have to take "blue", "red" or "brown stamps" when others try to give them away; and that each student has the power to say "no thank you, I don't want them." Also, the group is taught that when someone gives them an inappropriate stamp, they should try to counter this by giving a "gold stamp" to that person; and that if the person turns down the "gold stamp", they should try to avoid allowing themselves to collect either a "red" or a "blue stamp". An important thing to stress to the students is that when they make an effort to have appropriate behavior, they can reward themselves with a "gold stamp" or a "warm fuzzy".

Because of the great variety of "TA games" that students play, the number discussed is limited to the following:

(1) Ain't it Awful
(2) Stupid
(3) Yes, but...
(4) Uproar

The discussion of games is begun with "Ain't it Awful", because that's what the students tend to be sitting around playing. Most of their conversations revolve around how rotten the teachers are, how stupid the teachers are, how mean

the teachers are, and generally how rotten school is altogether. They have had a great deal of experience with "ain't it awful", and have frequently reinforced each other in their complaints. Although easy to play, it is an exercise in futility. When playing this game, the problem is neither analyzed honestly nor are alternative solution strategies explored rationally. Rather, an "ain't it awful" session is like the old hogs wallowing in the mud puddle. Everybody's in there just wallowing and grunting, but that is about as far as they're going to get. The reality is that they have to climb out of the puddle and do something.

Some leaders have set up an "ain't it awful" corner in the room where the group meets. Anyone who is more interested in complaining than working is invited to go sit in that corner. However, the students are encouraged to return to the group when they are ready to consider alternative solution strategies which students can put into action.

The game of "Stupid" is very easy to play and is also very familiar to the students. Whenever confronted by a teacher with "Why don't you...". "Why didn't you...", "When will you...", etc., all the student has to say is, "I don't know", or "I don't know how to do it." This is another way of refusing to take responsibility for required academic work or responsibility for one's behavior. It says that I am so stupid that nothing can be required of me, therefore you as teacher (or parent) have to take responsibility for me, while I can go on doing the same old stupid things. Even though others sometimes do take this responsibility for us, we really don't feel good about it and resent people taking over our lives. When we play "Stupid", we disappoint others; but more important, we disappoint ourselves.

The third game is called "Yes, but...". This game is played when someone offers suggestions on alternative behavior either in the classroom or at home. A student will say, "I have a problem, but I don't know what to do about it." A psychologist, counselor, teacher or other student may say, "Why don't you try...", and then list some appropriate behavior. The student will then say, "Yes, but if I do that...", and give a list of reasons why this will fail. After they finish reciting the reasons it will fail they often continue with "What should I do about blah, blah, blah?" The helping person they says, "Why don't you try...", and then once again the student responds with a "Yes, but...". This is a very vicious circle, because it is extremely frustrating to the person trying to offer some help, and it permits the person who is having difficulties to evade the responsibility of trying other behavior patterns that might be more appropriate. Once again this is an easy way to evade taking responsibilities for one's own action.

The fourth and last game is probably a very common one also. It is called "Uproar". "Uproar" is typically started in the classroom by a student's failure to get there on time, bring appropriate materials, make an effort to do the required work, or refusal to sit down and be quiet. It will start off very innocently at times, with the teacher just asking the student why he or she is late. "Uproar" gets played when the student chooses to collect red stamps from this, swings into the "rebellious child state", and hooks the teacher's capital "P". Before it's over there is a general uproar in the classroom, and the learning situation is ruined for that period. Teacher and students take sides and a mini-war has developed. This technique is frequently used by students who are not doing, or are experiencing difficulty trying to do, the required work in the classroom. It seems much easier to

them to create an uproar than ask the teacher for help or to admit in front of classmates that they do not know how to do the work. It is also an attempt to get attention, even though it is inappropriate, from teachers and students. For some students, inappropriate recognition is better than no recognition.

The students particularly enjoy talking about the three "ego states" and the "stamp collecting". Throughout the remainder of the sessions they often say: "I'm in my 'rebellious child state'.", "The teacher hooked my 'punitive parent'.", "I'm collecting 'red stamps'.", or, they will say, "We're just sitting here playing the game of 'Ain't it Awful' let's get on with something else." When the students are discussing what has happened and someone often very quietly will say, "I think you're playing 'Stupid'.", or they will say, "I was playing 'Stupid'."

Session Five -

The session begins as before, with a sharing of the statements, and a review of the rules and concepts discussed so far.

At this time two tasks are assigned for the students to carry out during the next week.

The first task is to check out who is trying harder in the classroom - the students or the teacher; i.e., who is demonstrating the most appropriate behavior and attitude in a particular classroom. The students are asked to consider which behavior helps to make the classroom a place of success for both students and teachers. It is a very simple checking technique, and requires only a sheet of regular notebook paper and a pencil. Each student is asked to 1) list the days of the week down the left hand side of his or her sheet of paper, 2) draw a line down the middle of the sheet from top to bottom so he or she has a list of the days of the week and two blank columns, 3) print "Teacher" at the top of the first column, and "Me" at the top of the far right column, and 4) to make up one of these charts for every class in which he or she is having difficulty.

The students are then told how to use their check-lists as follows:

In the column that is headed by "Teacher", the students are asked to make a check every time the teacher exhibits some appropriate behavior. The teacher's appropriate behavior can be smiling at someone, praising someone, the teacher getting to class on time, having his or her lesson prepared, dressing nicely, anything that would make someone see that this person was trying to be a good teacher. Every time that the teacher exhibits any of these behaviors, he or she is to receive checks under the "Teacher" column. Under the column listed "Me", the student is to record a check every time he or she does something appropriate in the classroom. Appropriate behavior would be getting to class on time, having the materials needed, making an attempt to do the required work, being in an assigned seat at the required time, not talking without permission, trying to answer questions and not disturbing others. Whenever the student does anything appropriate he or she is to put a check in the "Me" column for that period of the day.

The second task is recognizing the teacher and getting recognition from the teacher. Some students do not even know their teacher's name, even though they have spent considerable time in a classroom. Many of the students who are having difficulties in the classroom frequently enter the room without recognizing the teacher as a human being. Therefore, the second task requires students to give recognition to their teacher when entering every classroom

during the next week by saying, "Good morning.", or "Good afternoon, Mr. or Mrs. (name)", or "Hi, Mr. or Mrs. (name)." And when they leave the class, they are encouraged to say, "Good-bye Mr. or Mrs. (name).", or "I'll see you tomorrow, Mr. or Mrs. (name)."

Leadership Suggestions for Session Five

The check-list technique helps students see that most teachers do many good things each and every day. It often surprises them when they return to the group the following week with more checks in many of the "Teacher" columns than there are in their "Me" columns. Such an experience helps to interrupt their habit of focusing only upon inappropriate teacher behavior. Group leaders must trust that the students will be honest with themselves, with the leaders and the group. Stress that in making their checks, it is easy to lie to yourself, to the leaders and to the group. However, students are requested to be truthful whenever possible.

Having to say hello and goodbye to every teacher often seems rather phony to some of the students, so it is recommended to spend some time role-playing these exchanges in the group. The students can use either of the leaders as a teacher they plan to speak to, and practice saying hello and goodbye to them. Most of the time, appropriate responses of hello and goodbye can be given in the role-playing. However, it is helpful now and then to pretend to be a capital "P" teacher, and give a negative response which could be interpreted as giving out a "red stamp" or a put down. When this happens, stress to the students that their behavior has been appropriate, and that they need not let themselves get hooked into inappropriate behavior. Let the students discuss what they could do instead, helping them to see that they can give a "gold stamp" by just smiling, and then walking off. Remind them that it won't be easy and they will feel strange at first, but that it will soon become a habit that will probably return some "gold stamps" to them.

Session Six -

Begin the session as before with the statements about "the best thing that happened to me" and do a quick review of the rules.

Then ask each student to count the number of times each teacher had appropriate behavior and the number of times they had appropriate behavior on each check-list. Point out that if on any sheet the teacher has more checks, it would appear that the teacher is making the most effort; and if the student has the most checks, it would appear that the student is making the most effort.

Follow the tallying and discussion of the checklists with what will now be called "progress and problems" time. This is a chance for students to talk about any progress they have encountered with their new behavior and also a chance to talk about the problems or failures they had. It is a chance for students to review what they have done while receiving encouragement and suggestions of appropriate behavior from other group members. When a student can share with another student an appropriate behavior that has worked with a teacher, it seems to mean more to that student than hearing it from an adult figure.

The leader asks the students to accomplish the following during the next week: 1) continue recognizing teachers by saying good morning and goodbye, 2) tell each teacher with whom they are having difficulty that they are in a group trying to improve their behavior, and 3) compliment each of these teachers

about something he or she has done appropriately during the class time each day.

Leadership Suggestions for Session Six

When reviewing the check-lists, be sure to give positive feedback to any student who is found to be making the most effort in any class, so that the student can feel as if he or she has collected some "gold stamps" or "warm fuzzies". The reality is that some students do make more effort than the teachers, and there are still difficulties. Stress that even though the teacher's behavior is inappropriate, he or she is still the teacher and is in a power position. (Such a situation, however, is an infrequent occurence, because the majority of students in a Survival Course frequently exhibit inappropriate behavior.) Re-emphasize to the students that it is hoped they will see that everything that happens in a classroom is not negative, and that the majority of teachers are trying to do a good job.

Check with the teachers during the seventh week to see if the teachers are aware that the students are making an effort to interact more appropriately in the classroom.

During the "progress and problems" time, it is important to allow some time for playing "Ain't It Awful", but point out what is going on. The students will still need a chance to ventilate some of their anger and anxieties.

After giving them their assignments, allow time for them to role-play with either one of the group leaders what they may say to their teachers in order to help the students practice and feel more comfortable with their tasks. Give appropriate, as well as inappropriate responses, as before. Inappropriate responses might be: "Well, you sure can use it.", or "It's about time!", or "I don't think it's going to work with you." Once again, encourage the students to avoid allowing their "rebellious child" to get hooked and either giving or collecting "red stamps". Let the students suggest appropriate responses they could make, being sure they focus on something such as smiling and saying, "Well, I'm trying, and I'm going to keep trying.", before simply turning and walking away. Help them see that appropriate behaviors like these will, in actuality, help them be more positively in charge of their own behavior and it's consequences - no matter how the teacher responds.

Session Seven -

This session opens the same as the previous ones: positive experiences are shared, rules and concepts are reviewed. The "progress and problems" discussion time centers upon how each student felt their teachers responded to the compliments they were given. The group focuses on each student, one at a time, and checks out the appropriateness of the compliments given.

Continue to assign the tasks of recognizing and complimenting the teachers each day, and add the task of requesting help from each teacher. Direct the student to go to each teacher and say that they need help doing some required work in that class. Many students are reluctant to ask for help from their teachers. They are afraid the teachers might ridicule them for not paying attention in class or tell them they should have gotten that skill in an earlier grade. Some teachers are reluctant to help the student who has been a behavior problem in the classroom without doing some preaching along with providing help. If the student asks for help in an inappropriate way, or at an inappropriate time, more difficulties might develop between the teacher and a student. Therefore, it is important that the leaders demonstrate

various acceptable ways of communicating with teachers. Groups members need to be encouraged to come up with their own techniques whenever possible.

Leadership Suggestions for Session Seven

Allow time for the students to role-play requesting help in the same manner as before.

Session Eight -

Share "The best thing" statements, review the rules as before, and then move into checking out with the students how their teachers reacted to their requests for help. Allow the group members to help and advise each other as much as possible.

Continue to assign the tasks of saying hello and goodbye, complimenting the teachers daily, requesting help for some aspect of required work in each class, and add the task of volunteering in each class to help the teacher in some way or with something.

Leadership Suggestions for Session Eight

If a teacher exhibited inappropriate behavior and refused to help a student, stress again that the student is the one who is working and trying to improve, and that the student has the power not to allow his or her "rebellious child" to get hooked.

Allow the students time to brainstorm some of the ways they might volunteer helping their different teachers. Students might volunteer to do extra work on the subject material. They might help move books and furniture in the room, or help set up a special project. They could help carry materials from room to room or from the room to a car.

Session Nine -

Share "The best thing that happened" statements, review the rules as before, and then move into "progress and problems" time in order for the students to share and gain feedback on their volunteering to help each teacher. Focus on each student, one at a time, as before, leaving time for each one to be the center of attention.

Continue to assign the tasks of recognizing and complimenting each teacher daily, requesting help for some aspect of required work in each class, and volunteering to help each teacher with something. Then, add the last task assignment: tell each teacher some positive behavior change experienced in that class. Say something such as "I think I'm doing better in this room, because...", or "I'm learning that...", etc. Allow time for the students to share some of the positive behavior changes they have experienced in their different classes which they might share. It is hoped that by this time the teachers will have noticed some positive behavioral changes, too, and will have given the student appropriate feedback. Leaders might have to remind the teachers to do this, because they might not be used to commenting on appropriate behavior.

Sessions Ten Through Twelve -

Begin these sessions as before. Use the "progress and problems" time to help the students gain feedback and analyze what happens to them in their classes. Assign the tasks again each week. The leaders must continue to give positive strokes for positive behavioral and attitudinal changes demonstrated by the students. Excuses are neither asked for nor accepted for either inappropriate behavior or not finishing an assignment.

Leadership Suggestions for Sessions Ten Through Twelve

Role-play with the students if any of them need practice trying out alternative appropriate behaviors for any of their tasks. When difficulties are reported, help the student accept responsibility by asking what he or she can do about it. Let the group help only after the student has made some positive response towards solving the difficulty. If the students slip into some of their old games, encourage them to catch themselves in the act. Help the students to keep on task as they share and help each other.

The last session starts the same as the others, but ends with the "Care Chair". We have heard of the "hot seat" in groups, where one member sits in the middle and the rest of the group does a "round robin" on him, by telling him all the things they don't like about him. The "Care Chair" is a very positive experience. Each member gets a chance to sit in the middle of the group and everyone says as many positive things about him/her as they can.

The member starts off by using the chair person's name, looking him in the eye and saying, "Mary, I care about you because you are...", (all good things). Each person in the group goes around before anyone else takes the chair. The chair person is not allowed to discount the positive feedback by either denying or qualifying the statements. All they can do is respond by saying "Thank you. How perceptive of you to notice".

Students are reminded that there will be "slip ups", but they are asked to remember what they have learned and to attempt to guide their behavior to cause positive effects whenever possible. They can continue to get support from the leaders, each other, the "Time-Out-Room" resource teacher, deans, counselors, and from parents. Most importantly, each person is asked to be his own supporter.

The Student's Home Survival Course -

Many of the students who are having difficulties in the school area are also having difficulties at home, and so the School Survival Course has been modified for resolving difficulties at home or may focus both on survival at home and school.

The only changes from school to home are that the tasks are oriented towards parents instead of teachers.

If the course is primarily directed toward the home, there can be less need to keep the teachers informed, unless school behavior and academic progress are also concerns of the student. However, the teachers will need to be informed of the student's participation in order to establish permission for students to be absent from classes and to assure the teachers that students are expected to complete their classwork. Communication will also be necessary with any school staff member who has referred a student to the Home Survival Course.

When conducting the Home Survival Course, parent communication is vital, and should be encouraged as much as possible.

Setting Up the Courses -

The Home Survival Course can be used with one student or a group of students who are having parental problems. Students can be self-referred, parent referred, referred by school personnel or from an outside agency. The scheduling of the course, the weekly activities and assignments parallel the School Survival Course incorporating the previously discussed adaptations.

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CASE HISTORIES OF STUDENTS PARTICIPATING IN THE "SURVIVAL COURCES"

Case History of a Ninth Grade Girl

This student had been suspended 15 times during the eighth grade for a total of 50 days. Her standardized test scores were above average indicating that she was capable of doing passing work, but because of frequent suspensions was doing failing work. She was in the habit of playing the game of "Uproar" in the classroom by not bringing materials, not being in her seat, and talking. This behavior kept hooking the capital "P" of teachers, she should be sent to the dean's office, and suspended again. The circle of "Uproar" and suspension was continuously repeated.

When the student entered the School Survival Course, her comments were extremely negative, and she appeared to be very discouraged. She did not feel that anyone (teachers, administrators, or her parents) really cared whether she succeeded in school or not. She felt that everyone had given up on her.

She was suspended again after her second session in the course, but this time it was only a three-day suspension, and she did not miss a meeting of the group. She was able to describe her behavior to the other group participants, and they were able to pick out some of the inappropriate things that she had done. Being an honest person, she was willing and able to recognize and even verbalize her own inappropriate actions.

By the time the twelve-week course was over, she had received no more suspensions, her work was above average, and she was reporting positive experiences which were occurring to her in the classroom.

Case History of a Twelfth Grade Boy

This student was very bright, capable of A's, but because of suspensions was doing only average work.

He was in the habit of responding to any teacher's suggestions with aggressive behavior which included put-downs of the teacher occasionally accompanied with profanity. He was very contemptuous of his fellow students and made derrogatory remarks to them which generated a lot of hostility toward him. He had been given an ultimatum by the principal of either improving his behavior or the school would have him suspended for 10 days. He was in an extremely "rebellious child" mood and difficult to work with.

However, by getting involved with the leader and the group and following the course program closely, his behavior began to rapidly improve. He was able to stay in school, began getting more and more positive feedback from teachers, administrators, other students; and his classroom grades improved. When other students realized that he was capable of giving out "warm fuzzies" in appropriate situations, their attitude toward him changed. No longer was he seen as the "bad guy" in class. Instead, he began to be acknowledged as a person who could be depended upon for extra help with school work when needed.

Case History of Mary

Mary was referred by the Guidance Department and the Dean of Girls because of apathetic attitude, but defiant toward teachers and, cutting and poor grades. She is 13 years old and in the 9th grade with a good previous academic record. She and her family had moved to the county last year and she attended a local middle school and is now a freshman in high school.

In our initial contact with her, she was found to be sullen, hostile and constantly complaining about school and home. She expressed much hostility toward her family, part of it centered around the move from up north, part of it centered around her father's lack of involvement and over-concern with a new business, and part of it centered around her mother's lack of trust and over-protectiveness. At this point, communication at home was almost totally terminated and her feelings about her family seemed to generalize to the adults in the school system making her an angry and defiant student. She perceived no value in school and her only goal was to escape conflict through using drugs, being truant and making a resolution to eventually run away from home.

She was interviewed and consented to being in a school survival group. In this group she dealt with her relationships with her family, peers, and teachers and was helped to understand her role in the conflicts that existed. A focal point became her relationship with her parents and how her anger over not being able to communicate with them related to her frequent misunderstandings she seemed to have with teachers at school.

After becoming very involved with the group, there was a marked improvement in school behavior in terms of going to class regularly, communicating positively with teachers, and showing interest in her work. In terms of the home situation, parents have reported a marked improvement in her attitude and relationship with family members. There is a greater awareness of the effects that family members have on each other and the role that they play within their family unit. The girl's communication with parents seemed to be more positive and the family expresses great enthusiasm to the counseling service provided by the PASS program.

Case History of Tom

Tom was a chronic truant, class clown and an F student when he came to the first School Survival session. He was especially good at joking and took little or no responsibility for his own behavior in or out of school. His parents were confused about what to do with Tom and who was responsible for "making him go to school". In addition to school and home problems, Tom was involved in several minor offenses with the local law enforcement agencies.

By the end of the 12th week Tom was more aware that "he" was responsible for his own behavior - at school, at home and in the community. Although Tom still had a good sense of humor, he began to take life more seriously. Tom also began to realize that, until the present time, his teachers had tried

harder to help him with his education than he had. Tom's parents and several of his teachers reported that Tom was using the T.A. terminology as a tool for analyzing his own behavior and his relationships with others.

At the end of the school year Tom did not have enough credits to be promoted to the next grade level. Rather than become discouraged, he went to summer school to enable him to be promoted in the middle of the following year. Both Tom and his mother have kept in touch with the PASS team members for follow-up and all reports have indicated that Tom is continuing to assume responsibility for causing his own effects.

Case History of Robert

Robert was a student in one of the School Survival Courses during the '75-'76 school year. He was, at that time, very withdrawn and had a great deal of trouble interacting with others; especially with other students. In the earlier part of the group sessions Robert communicated only with the adult group leader and literally ignored his peers.

Assisted by the supportive sharing process with its positive emphasis and psychoeducational learning experiences which encourage individual responsibility, Robert finally began to interact comfortably within the group setting during the 8th session. In addition, the specific assignments in the classroom gave him very clear cut ideas about what to say to the instructor, and how to go about it. Although Robert has not become an extrovert, he has learned that he can reach out and assume some initiative in social interactions. Furthermore, he is willing to risk getting involved with others. The Dean of Boys at the high school and a fellow group member both reported that they had observed Robert interacting with other students during the final weeks of the survival course. During the last session, Robert stated that he now had at least a few friends at school and he felt that was an important beginning.

HUMANISTIC ACTIVITIES IN THE CLASSROOM
A TWELVE WEEK PROGRAM

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INTRODUCTION
HUMANISTIC ACTIVITIES IN THE REGULAR CLASSROOM

Many teachers have not been provided experiential learning opportunities which focus upon creating environmental situations through which teachers and students get to know and to appreciate each other. Thus, classrooms can be lonely, threatening places for many students. Some students frequently go from day to day without having any personally satisfying experiences with either students or teachers.

PASS has designed a twelve week program that helps create a positive environment where students develop a feeling of belonging. One hour each week is set aside for activities that encourage openness, sharing, social awareness and personal growth.

The PASS psychologist and/or social worker frequently initiate these programs in target schools. Also, teachers participating in either the Staff Development for a Humanistic School or Basic Encounter for School Personnel programs are becoming experienced in conducting these activities.

This program was initiated when project staff discovered that many classrooms had neither developed a climate of mutual trust nor an atmosphere of friendship among the teacher and individual students. The students were usually seated in rows and were required to either listen to the teacher present instructional material or work independently. Thus, they rarely had an opportunity to get to know the teacher or one another. Often when PASS personnel would ask, "Who do you know in your class", the students would answer, "No one", or "Only the person who sits next to me". After many weeks in the classroom, some students were not even aware of the teacher's name. Also, when discussing individual students with teachers, PASS staff discovered that the knowledge which most teachers had of the students was limited to academic progress and classroom behavior. Primarily, this knowledge had a negative orientation; i.e., lack of progress and inappropriate behavior. When talking to a cross-section of students, many reported that they were shy and found it difficult to initiate conversation with either other students or teachers. A frequent response was that they were afraid that other students would think they were dumb or they felt that they did not have anything to offer in a conversation. Although it was not immediately apparent, the project staff began to discover that many teachers had adopted traditional teaching methods either because of shyness or confusion about what constituted productive student-teacher relationships.

It was determined that if teachers and students were to know each other in a positive, non-threatening manner, it was necessary to develop organized, sequential intervention programs. To maximize the implementation of these programs, it was decided to design them for regular classroom use which would require neither specialized materials nor prolonged training. These programs were established by adapting Values Clarification strategies, NTL interpersonal effectiveness exercises and other human relations development training techniques. The activities selected were those which would enable each student to have positive communications with the teacher and other students. Therefore, humanistic activities in the classroom were initiated to stimulate positive verbal interaction in the classroom and reduce the number of disruptive remarks and/or behavior by either the students or the teacher.

In the beginning of each school year project staff request an opportunity to speak at a faculty meeting to promote an awareness of the humanistic activities program. At such a meeting, teachers and administrators are presented both the objectives of the program and the anticipated results. John Kackley has begun this orientation as follows: "We have a twelve week program, which can be conducted in your classrooms one hour each week that will use group dynamics to help unite you and your students into a productive work group. The presence and participation of the teacher in the group process is essential. Thus, we want to emphasize that we are not offering to take over anyone's class to give them an opportunity to grade papers, have conferences or relax in the lounge. Although each of these activities are important, they will not accomplish the objective of helping you and your students develop mutual respect and a shared sense of purpose unless you participate." This program is designed to create an atmosphere which facilitates learning and can be adapted for almost any classroom setting; e.g., English, psychology, science, shop, home economics, special education, and advanced classes. All of the strategies in the program have been successful with groups used in both middle school and high school settings. In fact, they have also been effective with adult groups. Although most groups enjoy the activities, the objective is not for fun alone; rather, the activities are implemented to improve communications and to build more positive attitudes for oneself and for others in the room.

When time is not provided to introduce the humanistic activities program at faculty meetings, project personnel contact both the deans and counselors and ask them for the names of teachers who they think may either have an interest in or a need for such a program. The program is explained to these teachers either individually or in small groups. In addition to other responsibilities, each PASS consultant can handle 2 to 3 classrooms during the average school day. Most teachers participating in the program require students to complete 5 days of academic work in 4 days. A normal classroom can serve as a group dynamics laboratory as effectively as a spacious room with carpeting.

The teachers are asked to brief their students prior to beginning the 12 week program. Generally teachers are requested to tell the class that a student services worker(s) is going to come for one period each week for special learning activities which they think the students will enjoy. Thus, students are alerted to a break in their routine and are encouraged to have positive expectations.

<u>First Class Session</u> - (Milling and Sharing)

When entering the classroom, the leader explains the "whys" of the program for the students. The "whys" are that in most classrooms there are not many opportunities to have positive interactions with others in the room. The students are reminded that although they may know the people who sit immediately around them, they usually have little interaction with students who are seated further away. This introduction includes the following: "Since many people are somewhat shy and many find it difficult to meet new people, I am going to be asking you to do things which will make meeting people easier. I can guarantee that you will not be hurt either physically or emotionally and that you will have a chance to meet every other student in the classroom on a positive basis. Although some of the activities may seem silly to you, each has an important purpose." Since many students in the classrooms are at different levels of openness, the students are instructed accordingly, "You can tell either as little or as much about yourself as you like, but please participate in the activities as much as you can." As the leader looks

around the room, he/she will see some students looking rather apprehensive or fairly angry about the new activities. The leader may acknowledge this by saying, "If some of you are feeling scared, or if some of you are feeling angry, it may be that you feel you are being taken into an unknown situation. These feelings are o.k., nobody is going to put you down for these feelings. However, I would like to encourage you to at least try the activities." Sometimes when the leader mentions an activity, one of the students will say "Oh, I've done that before", and the leader responds "Fine, that's very good. You may be able to help someone else in your group"; or, "Since you've experienced the activity, maybe you would like to change some of the responses that you made before. This gives you a chance to double-check how you feel about certain situations." In most cases the students are very cooperative.

The leader tells the class that there are only four rules to which they will be asked to adhere during the group activities. Since some students and teachers may forget some of the rules, they are reviewed before each session begins.

1. Only one person talks at a time.
2. Everybody listens.
3. No put downs to yourself or others.
4. What is said in the group stays in the group.

When working in a traditional classroom, students are asked to push the desks against the wall to provide a large space in the middle of the room. When working in an open space area, the students are asked to gather around the leader. The group facilitator asks the students to empty their hands of purses, books and miscellaneous items. The students have a tendency to stand away from the leader, who is in the middle of the group. As a leader, you may want to urge them, "Come on, take a risk, move in a little closer, nothing bad is going to happen to you." A few brave students will do this. However, there are always "outriders" who find it difficult to move closer and at this time the leader ignores this behavior.

John Kackley initiates groups by saying "Some of you may have experienced attending a party where almost everyone was a stranger to you and the host or hostess did not introduce you. Rather than becoming involved, you may have just stood there with your hands behind your back, or folded across your chest or in your pocket." At this time the leader, should look around the group and, if appropriate, say, "Some of you are standing that way now". The leader can proceed by saying "I'll often go to a party, and if I don't know anybody, I'll stand there and kind of look around the room. If anybody makes eye contact with me, I will either look at the floor, look at the ceiling or glance over their head some place." Of course, this is what's happening to the leader while he is talking to, and looking at, the group. The leader should try to make eye contact with some members of the group, so they can know the experience and often they laugh about it. Then say, "If I make eye contact with somebody and they make eye contact back with me, we have to do something. We either have to put each other down by not making more contact or we have to nod and smile and start an acquaintance with each other. The reason I keep my hands either across my chest, in my pockets or behind by back is because in body language these are ways of protecting myself. These body signs communicate 'I don't know you people well enough to let down my defenses'. If I stick my hand out to shake hands, that means I want to meet somebody; but if I keep my hands behind my back I don't have to touch anybody. If I keep my hands across my chest I can protect myself." Of course, this is what the group is doing, and once again we get another giggle out of them. The facilitator explains that this first exercise is a non-verbal one, where no one talks. The students and teacher are given the

following instructions, "Put your hands either across your chest, behind your back or in your pockets. I want you to just walk around, staring at the floor and checking out people's shoes. I want you to find or look at as many shoes as you can in the period of time you are given. Occasionally, if you see a pair of fairly interesting shoes, glance up at that person's face, but don't smile. Don't say anything, and look very quickly either at the ceiling or back down at the floor. Now, everybody start milling around in the middle and check out as many shoes as you can." The students who are in the middle, around the leader, will usually go ahead and do this. The problem of the outriders, those who are out on the edges, was mentioned earlier. At this time they are either standing still or just drifting around the edges. To reduce the "outrider" problem the leader says, "O.K., you people who are in the middle start drifting toward the outside. Also, you who are going in left hand circles go in a right hand circle and vice versa." This maneuver usually manages to get everybody stirred a little bit. When giggling, talking or smiling occurs, the leader gently reminds "Now remember, no smiling, no talking and no encouragement." Most of the students follow the directions. After about three minutes of this, the leader interrrupts by saying, "Everybody stop! Now drop your arms to your side and shake out the tension. Everyone hold your arms loosely to your sides and shake them as hard as you can till you get the tension out. In the next part of the exercise we're going to start milling again, and we're still not going to say anything. However, this time when you come into contact with people, greet them with body language at the level that you know them. For example, if you don't know them very well, you can just smile and nod; if you know them a little better, you can shake hands; if you know them a little bit better, you may give them a pat on the shoulder; or if you know them really well, you may want to give them a hug." Members of the group may become more relaxed as the leader demonstrates each of the non-verbal communications, especially, the hug.

Next, the leader says "O.K., everybody get ready and start milling and greeting." This activity takes about three minutes. Then the leader asks everyone to stop where they are. Once again for the outriders, the leader instructs the persons inside to move out and vice versa. By this time almost everyone will be milling around and smiling at each other and making appropriate contacts. Thus, the ice will have been broken and a climate for trying out new behavior will have been initiated.

The leader explains, "In the next part of the exercise you are going to pick a partner. The partner will be someone whom you know least in this group." This usually causes a little bit of a stir and the leader says, "I know that some of you are thinking, 'well, I'm going to get over with old Jane or I'm going to get over with old Harry because we've gone through classes together since junior high school. Since we really know each other, we can kind of do our own thing if we don't like what the leader is saying'. However, what I really want you to do is to work with somebody that you don't know. I don't want you to be like Linus in Peanuts who has his security blanket, which is your friend in this case, and risk meeting somebody new. This is going to be a non-verbal choice. You will just walk up to somebody, nod your head and if they want to be your partner, they will nod back. If they don't want to be your partner, they will shake their head no. We ask that you do not take this as a put down, because they might have seen somebody else whom they know least. Continue going from person to person until you have your partner. As soon as you get your partner, step back from the center of the group so that the other students will have a chance to see who is left." The leader then provides an assurance, "Now nobody's going to be

left by themselves because if there's an extra person, I will join in with the group. If there is not an extra person, I will participate only as the leader." Sometimes a student will say, "I know everybody in this room." The leader may respond "Yes, but there are some people that you know better than others, so pick the one that you know least." When the students are paired off, the leader says to them, "Now find a place, any place, in the room where you and your partner can sit facing each other. You may sit in chairs, or on the floor. You may move to a corner, or to the middle of the room. Please select a space where you will not be easily distracted by the other students talking." If some of the pairs are crowded, the leader may go to specific persons and say "You're fine, but could you move over here just a bit." This should be done very quickly by the leader.

The leader continues, "The reason for rule 1, 'one person talks at a time', is that most of the time we really don't get to express ourselves very much. Usually people interrrupt us or steal the focus from us, or put us down. This is a chance for you to really be heard by another person! For two minutes you're going to have a chance to talk about yourself, your interests, hobbies and activities and have someone really listen without interrupting. If you don't use the full two minutes, the listener will neither rescue you with questions nor start talking about himself. Rather, each listener will sit very patiently, smile, nod and non-verbally encourage you to go on." This forces a student to think a little more about his activities, things that are of interest to him and about himself and not just give quick, superficial information. The group is instructed, "O.K., one person decide who is going to go first." When the leader can see that almost every pair has decided he/she says, "O.K., get ready, set, go and for two minutes the first person talks about himself." If the leader observes a violation of rule 1 in which the listening partner is starting to share, he/she says, "Please remember the first person, the focus person, is doing the talking, just smile and encourage him or her to continue." After the two minutes are over the leader interrupts, "Stop! Now for two minutes the second partner is going to talk about himself and the first person will do the listening. Get ready, set, go and for two minutes talk about yourself."

Again, after the two minutes are over, the leader interrupts, "Stop!" Next, the leader will instruct 3 pairs to form one group of six. Usually, the leader selects 3 pairs that are sitting next to each other and says, "You six form a circle." This is repeated with another 3 pairs until all pairs have been placed into a large group. The final group may contain either 4 or 8 members. Each group is instructed, "Make sure there is enough space between each group so you will not be distracted by the other groups." The teacher who was a member of one of the pairs is now a part of a larger group.

The next instructions are, "O.K., you've had a chance to talk about yourself for two minutes and you've have a chance to listen to the other person for 2 minutes. For 1 minute I want each partner to introduce his or her partner to the group telling as much about the person as you can remember. If you run out of information before the minute is up, the other 5 people will just sit there, smile, nod and give you non-verbal encouragement to continue." Through this activity it is possible to expand the 1-to-1 relationship into a 1-to-5 relationship. Each person has 1 minute to talk and a chance to interact with 5 other people. This activity will, because of the time lag between each person, take about 10 minutes. A regular classroom period will have now been almost consumed by this introductory session. However, it is important to reserve 6 to 8 minutes for closing activities.

The group is told, "Since these activities are learning situations, I would like for you to do a little sharing about what you may have learned. In each group take turns completing either of the following statements. 'Today I learned about myself' or 'Today I relearned about myself', and tell something that you have learned or re-learned through today's activities. Some 'I learned' statements might be 'Today I learned about myself that I don't have to be shy' or 'Today I learned about myself that I'm kind of interesting'." These or other examples are usually given as encouragement for the students to begin.

As the first session ends, the leader may wish to give a "warm fuzzy" by saying "I really enjoyed working with you today. I think some of you took some risks today in sharing about yourself with the group. I am pleased the way the group went. I think this is going to be a fine group. Thank you." Usually, members of the class will reciprocate with a positive response. The leader reminds the group that another activity will be provided the next week at the same time.

2nd Class Session

The second class session is begun by having the students review the rules for group interaction. Following this review, the leader introduces the second exercise which is adapted from Values Clarifications: A Handbook of Practical Strategies for Teachers and Students.

The exercise is the "Coat of Arms" which has been modified by John Kackley to include a story that he created to tell to the students before asking them to draw their own Coat of Arms. The story is intended to help students who are having difficulty with reading, writing or traditional academic skills to relax a bit and realize that their problem is not necessarily a social handicap. The leader is encouraged to learn and use the story which follows.

"A long, long time ago when most countries had queens, kings and knights, very few people knew how to read or write. The king might have known how to sign his name, or read a few words, but the vast majority of the people didn't know how to do either. There were no newspapers, there were very few books and there were no street signs. About the only people who really knew how to read or write were a few monks in monasteries, and they spent most of their time keeping records of who paid his taxes or who didn't, or how many people there were, or preparing copies of the Bible by hand. So this meant that lots and lots of very important people in the community didn't know how to read or write. As a matter of fact, when you went to the village square, you didn't see signs that said 'Hanover Shoes' or 'A & P Supermarket' or 'McDonald's Hamburgers'. What you would see were wooden signs with painted pictures hanging in front of the businesses. If you were going to buy a pair of shoes, you would look for a wooden sign that had a picture of boots painted on it. If you wanted to buy vegetables, you would look for a sign with vegetables in front of the food market. If you wanted to go to a restaurant, and in those days they were called pubs or inns, you would look for a sign of an animal. You'd have a White Horse, a Blue Boar, a Black Bear, or some such picture. This way people could just look at symbols or signs and get what they wanted.

Now some people, who were either royalty, aristocrats or knights were impressed with their own importance and they wanted recognition. In order that other people would know how important they were, they made up what was

called a Coat of Arms. On this Coat of Arms, were pictures which usually told something about what their family had done, something they hoped to accomplish or maybe a motto by which they lived. When they made these Coats of Arms, they would have them put on their servants clothing so someone could say 'That is So and So's man'. They would have it put on their coaches so when they would drive through town someone could say 'Oh look, there goes King Henry' or 'There goes the Duke of Argyle'. They would also have these put on shields and banners. In those days, when you were invited to a party you were expected to stay maybe a month or so, because travel was hard and roads were bad. When you went to someone else's castle or manor house, there was a room that was called the 'Great Hall' and most of the social activities took place there. When you went to a party, you would take your banner or your shield and hang it in the Great Hall, and the guests could walk around and say 'Oh, King Henry is here', or 'Queen Dorothy is here', 'Princess Carolyn is here', or 'Lady Nancy is here', 'Sir Jeff and Sir Richard are here'.

"Also, the knights had their shields painted with their Coat of Arms. There were two reasons for this. One was that when you were in a suit of armor it was difficult to tell who you were. So, the Coat of Arms kept you from being wiped out by one of your buddies. Also, knights of equal rank liked to combat each other. In those days the purpose was not so much to kill a rival knight but to unseat him from his horse and then hold him for ransom."

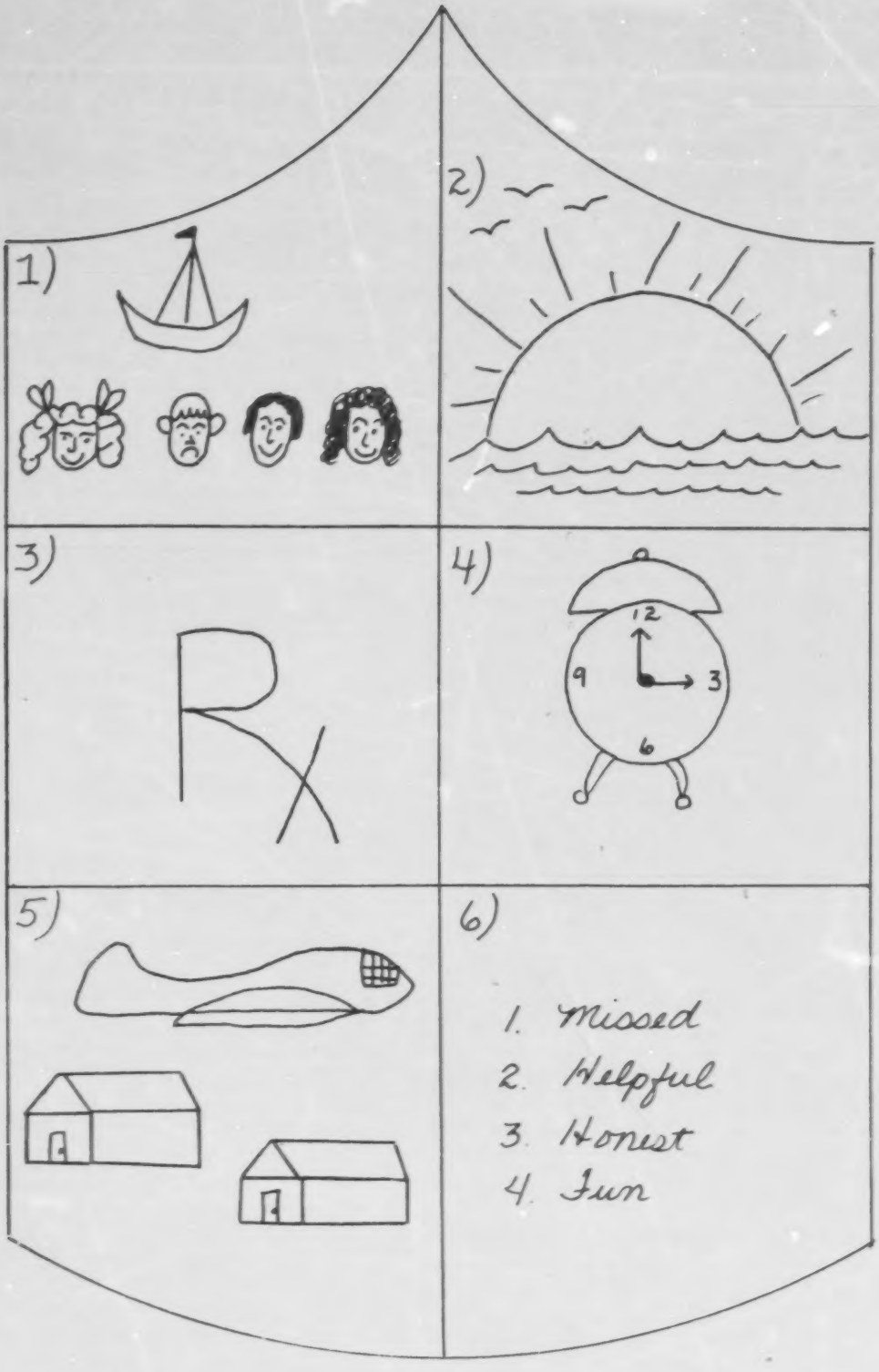
The leader then provides a transition from the story to the Coat of Arms activity. "Today, we're going to pretend that none of us know how to read or write, but we're going to make up our own personal Coat of Arms. What everybody needs is a plain sheet of paper and a pencil." If the leader or the teacher has the time to mimeograph the materials, they can mimeograph the blank personal Coat of Arms and hand them out to the class. However, it may be more effective for the leader to use the chalkboard to make his/her own Coat of Arms along with the class so the class can see how it is done. Usually someone will say "oh, I can't draw", and the leader will need to stress that this is not an art lesson. The class is informed that it is the personal meaning which the pictures have, not the artistic quality, which is important. Also, the class is reminded of the "no put downs" rule. The leader may say, "If you look on somebody else's paper and their drawings look peculiar to you, remember that it is their personal coat of arms; no negative comments, please." The leader draws a large replica of a sheet of paper on the chalkboard and says, "Turn your paper long ways on your desk. Start in the middle of the page at the top and make a curving line to the left of the paper about an inch or two down. Now make a line to the other side of the paper. Then, draw a curving line around the bottom of the page."

"Next, draw a line down the middle of the page and divide it into two parts. Then, draw two lines across, so you will have six fairly equal sections.* Remember, I said that you can't read or write, but in those days almost everybody knew how to count, so you can too. We're going to number these sections so you'll know which one I'm talking about. We will go left to right across the top, middle and bottom. We have sections 1 through 6."

The leader continues, "In section 1, I want you to make drawings of two things that you're really good at doing. It's your decision what you're good at doing. It's no one else's. Think of two things you're really good at, go ahead and draw them. Some of you are good at baseball, basketball,

*Note: An outline of a six section coat of arms is provided. This can be modified by either requesting different kinds of information or subdividing the shield into 4 sections instead of 6.

COAT OF ARMS



track, football; if you're good at any of those, just go ahead and draw those symbols. Some of you are good musicians, some of you are good dancers, some of you are good singers, some of you are good at cooking, sewing, or driving a car. Anything that you're good at can be used." The leader should pause 10 to 15 seconds before beginning his/her drawing on the board. An example follows. "I bought a sailboat a couple of years ago and taught myself to sail. Since I feel I'm pretty good at sailing, I'm drawing a sketch of a sailboat. Another thing I feel I'm good at is being a group leader. I enjoy working with groups and I've gotten some positive feedback from group members. I'm going to draw a group of faces up here and I'll make them smiling, because most people enjoy group activities. Also, I'm going to put a few frowning faces in here because some people in the group may not be relaxed, yet."

The instructions for section 2 are as follows: "I want you to draw a picture of your psychological home. 'Oh, wow' you're saying to yourself-- 'What in the world is a psychological home?' I think a psychological home is the place where you go to get yourself back together again when you're sad, when you're angry, or when you're depressed. It can be any place. It can be a real place, or it can be an imaginary place. We had a girl in one group who said 'Since I have six brothers and sisters and our house is small, the only place I can go is into the bathroom and lock the door.' I said 'Fine. How would you draw that?' She said, 'Well, I guess I'll draw the bathroom door.' Remember, draw the place you use to get yourself back together." The leader pauses 5 to 10 seconds and then draws on the chalkboard. A leader's example is given. "Now what I'm drawing up here are waves and a sun setting over the waves. I live close to the beach and when I have a bad day, I'll go down to the beach at sunset. I usually sit there and listen to the waves, watch the birds, watch the sun and the clouds. Sometimes it takes only 15 minutes, but sometimes it may take a whole hour before I get myself back together. Now you complete your drawing of where you go to get yourself back together."

In section 3, the students are asked to make a drawing of a gift that they would like to give to their family. A leader's example for section 3 follows. "As you can see, I'm putting up here the prescription sign that druggists use, the 'R' with the 'x' on the tail. The reason I'm doing that is to have a symbol that stands for good health. We're having some very serious health problems in our family, and if I would give my family anything, it would be good health. Now, you draw what you would like to give to your family."

In section 4, participants are asked to draw a symbol for a gift your family could give to you. Each group member is encouraged to identify a gift they would want. Example: "As you can see, what I'm drawing resembles an old-fashioned alarm clock. The clock is my symbol for time. If my family would give me anything, it would be some of their time. My parents are getting older and I need time with them. The rest of my family is often involved in other activities to take them away from me. So I need time with them. Now, you draw anything you want to show what your family could give to you."

In section 5, the group members are asked to imagine that on this day in exactly one year they will no longer exist. The instructor continues, "You will be dead. You're not going to die from a horrible disease or have any pain during this time, but you're going to go 'poof' and that's the end of you. Now, what would you do with this last year of your life? What are the things that you would like to do? It can be two things or it can be many things." Example: "I'm putting up an airplane because I'd like to

travel. I haven't been very many places and I would like to see the rest of the world. I'm drawing something that looks like little huts here, but, actually, they're clinics. I would like to set up clinics for people who don't have money so they can come and have free help for their physical and emotional problems."

In section 6, the group is told: "I want you to pretend that the year has gone by and you have died. Your friends and relatives are sitting around talking about you. Now here is where a miracle occurs. No, you don't come back to life, but you do learn how to write. What I would like for you to do is write down the 4 things that you would like your friends and family to say about you." Example: "The first thing I'm writing is 'missed'. I would really like to think people missed me. The second thing I want people to say is 'helpful' because if I haven't been helpful, I sure have been in the wrong job for a long time. For number 3, I would like people to say I was honest, because I think I try to be, as much as I can. An on number 4, I'm writing 'fun'. I really want people to think I was a fun person to be around. Now you put down the four things that you would like your friends and family to say."

Give the group a few minutes to finish any of the sections they have not quite had a chance to do. Then, arbitrarily place participants into groups of six. One of the things the leader should do is make sure that the circle formed by each group is fairly tight and that everybody can see each person and his/her coat of arms.

Then the facilitator says, "Now, we're going to ask you to share your personal coat of arms. We're going to go through as many sections as possible, one at a time. We would like for one person to start, then work to that person's left, until everybody in the circle has a chance to discuss the section we are on." Example: "When discussing what I drew in section 1, the two things I'm really good at, I could just say that I'm good at sailing and I'm good at groups and not go any further. But, what I'd like for you to do is to expand a little, to talk more about it. For instance, I could say a little bit about how I feel about sailing, how I learned to do it myself. Also, I could tell you more personal thoughts about the group work, how I feel about it, how proud I am of it, and with whom I share my pride."

The leader invites a volunteer to initiate the discussion in each group as follows: "Everybody is going to have a chance to talk about the various sections on their Coat of Arms. So, who's going to be first?" Usually someone in each group will raise their hand. The leader then says, "Okay, you begin, tell as much about section 1 as you want focusing on the personal meaning of each symbol. When you finish, the next person to your left has a turn and on around until each person has a chance to talk. Each person only talks about section 1."

After several minutes, the leader says, "When your group has finished section 1, please wait. Do not go on." This process is used for all the sections, from 1 to 6. After all sections have been discussed the leader says, "Remember the story that I told you earlier about Coats of Arms. That they put them on their castles, their carriages, their clothing, on banners, and so forth, because they were proud of them. Now, how would you feel about placing your Coat of Arms on your house, on your clothing, on your car, your bicycle, or on your schoolbooks so people would know about you? If you say 'No, I wouldn't want to', then, think why not? Ask yourself 'What would I want to change about myself?' Perhaps, you may have different insights into those things about yourself of which you are pleased and those things which you would want changed."

The leader reminds the group that these activities are learning situations and again asks the students to share "Today I learned about myself" or "Today I relearned about myself" as a closing activity.

This activity consumes most of the class period. Once again the leader may wish to provide positive feedback to the group and mention personal satisfaction working with the group and especially pleasure that group members are actively participating. The leader may also suggest to the groups that instead of just throwing away their coat of arms at the end of the period, that each person do several things with them. First, share them with friends and family and second, to sit down during a quiet time to explore if the coat of arms symbolizes what each person wanted to express. Finally, if an individual decides that there are some things that he/she would like to change, then begin to develop a plan for bringing about the desired changes.

Third Class Session -
The Third Week Activity is called "Who Are You?"

Ask the students to review the 4 rules that are used during group activities. Organize the participants into triads, and ask them to make sure that they are in a group in which there is at least 1 person whom they do not know well. When they are in triads, instruct the members in each triad to face each other and the triads to space themselves to avoid being disturbed by other triads. Each person is to have a sheet of paper and a pencil. The participants are asked to write their name at the top and number down the left hand side of the paper from one to fifteen. Then, the leader says "In each group there is going to be a person who asks questions, a person who answers questions and a person who records the answers. These roles will be exchanged to provide everyone a chance to answer questions, ask questions and to write down responses. Now, decide in your group who's going to ask the questions, answer the questions and write the responses. The person who is going to answer the questions will give his/her paper to the person who is going to serve as recorder. The person asking the questions repeats the following question 15 times: "Who are you?" The person answering the questions will say the first thing that come to his mind. An example is: Q. "Who are you?" A. "I'm John." Q. "Who are you?" A. "I'm a student." Q. "Who are you?" A. "I'm a son." Now you have a general idea. Those of you who are asking the questions, try to vary your voice a bit. For example: 'WHO are you?', 'Who ARE you?', 'Who are YOU?'" The leader continues instructions as follows: "Remember, those of you, who are answering the questions, give the first answer that comes to your mind. You will be asked this question 15 times. You must give 15 different answers, not the same answer 15 times. When you finish, change positions to make sure that everybody has a chance to ask the questions, answer the questions and record the responses. Work as fast as you can and when your group finishes, raise your hand to let me know."

After everybody has had a chance to participate in all 3 roles, the leader says, "Now, each triad join another triad to form a group of six people." When groups of six are formed say: "Now, everybody get his own paper back. The paper with your own responses. What I want you to do is go through your list of fifteen responses and mark out the five which you consider the least appropriate. Draw a single line through each of these five responses which either don't tell very much about you or were given just to fill in the spaces. Mark out only five with a single line." After everyone has had a chance to mark out the five, say "Now I need one volunteer in each group to start by saying 'I marked out these five because...' and go

WHO ARE YOU??

1. ~~a man~~
2. a son
3. a psychologist
4. ~~a sailor~~
5. a friend
6. ~~an uncle~~
7. ~~a painter~~
8. a music lover
9. a moody person
10. a Chinese cook
11. a poor money manager
12. a sharing person
13. ~~John~~
14. a trainer
15. a caring person
16. a seeker of truth about myself first and then others

through the five that you marked out and tell why they are inappropriate, why they don't fit, why you don't think it tells much about you. After that person has finished, each person in the group will have a chance to explain why the selected 5 don't fit."

Next, ask each person to look through the remaining ten responses and draw a circle around the five that they consider most appropriate. Once again each person is asked to state, "I circled these five because they tell about me..." and explain why the five responses are personally descriptive.

After all have shared, provide this instruction: "Now, write the number 16. In 16 include anything that you forgot, or something that you've heard in the group that really applies to you, too. Then, share what you have added and why."

Again the session closes with "Today I learned about myself" and positive feedback from the leader(s).

Fourth Class Session -

Session 4 starts out reviewing the 4 rules. Ask the students whether they are applying these rules to other classroom situations. This activity is called "20 Things I Like To Do" and is described in Values Clarification: A Handbook of Practical Strategies for Teachers and Students. Each student needs a piece of paper and a pencil. The students are to fold the paper lengthwise down the middle and to number from 1 to 20 just right of the center fold. The list can be shortened to 15 for younger groups or to use less time. Ask the group to list those things that they truly enjoy. Emphasize that they don't have to place items in order of importance, but just as they come to their mind. Depending on the maturity of the group this may take from five to fifteen minutes. The instructor can give examples such as riding a bike, dancing, talking, eating, and participating in sports. It is helpful if the instructor uses the chalkboard to list his/her own personal 20 most liked things on the board. This may help some of the students who have difficulty thinking of things that they do.

After about 5 minutes have passed, the leader should ask, "How many people have listed 5 things or more?" This helps the slow moving people realize that they need to get busy. At about 8 minutes the instructor should ask, "How many people have listed ten or more things?" At the end of 10 minutes, the instructor should ask "How many have all 20 done?" If there are people who have still not completed their 20, it would be wise for the instructor to say, "You have 1 more minute to finish your list. If you are not done by then, you can add to it as we progress." It is suggested that the leader indicate that standard spelling is not required. Rather, it is only important that the student can read what it is that he/she has listed. This helps children who have spelling and reading difficulties to relax and enjoy the exercise. Since this is a personal list, the instructor should try to keep people from showing their lists to their neighbors. The leader should not become upset if there are activities on the students' lists that vary significantly from his/her own list. This is not the time for value judgements. Some students will list activities in which they're really not involved in order to check out the reaction of the leader, teacher and students.

After the list has been completed, the students are told that they are going to fill in the left hand side of the paper with certain symbols. The leader demonstrates the use of each symbol on the board to clarify the task. An example has been included on page 15 . The first symbol used is a capital "A" for Alone. The students are instructed to go down their list and place

a capital "A" to the left of the number for any activity that they do by themselves, most of the time.

The second symbol used is a capital "P" for People. They are asked to put this in the remaining spaces of the activities that they do with other people, most of the time.

The third symbol is 3 dollars ($3). Working to the left of the A and P, they are to put the $3 symbol for any activity that costs them 3 or more dollars each time they do it.

The next symbol is a capital "F" for Family. They are to put this to the left of any of the 20 activities that they do with members of their family.

The next symbol is a capital "R". This stands for Risk. Now the risk can be either physical, emotional, financial, legal, moral or a social risk, Put an R opposite any activity that involves a risk.

They are to look over their 20 activities, pick out the 3 most important ones and, in order of importance, place the numbers from 1 to 3 to the left of the item. Also, these numbers are to be circled.

The last symbols are the 2 letters "MT" for More Time. They are to look over their activities and to the left of them put an MT beside the activities at which they would like to spend more time.

After everyone has had a chance to categorize his/her list with the symbols, the leader offers the following explanation: "Check over your list for your A's, which stand for activities alone, and compare them with the activities done with other people. In your own judgement, are you spending too much time alone? Or, are you not spending enough time alone? Check the Capital P and decide for yourself if you are involved with other people to the extent that you have no time to be by yourself or to do the activities that you prefer. There are no right or wrong answers, it is just how you feel about it yourself."

"Look at the number of $3 symbols that you have placed to the left of your activities. Does it appear that you are buying most of the things that you like to do, or have you listed things that require little money? Once again, it's for you to decide."

"Check the number of Capital F's that you have beside your activities. Do you feel that you are spending enough time with your immediate family in things you like to do, or do you find that you are not as involved with them as you would like? Are you drifting away from your family? Are you having a good, warm, sharing relationship with your family?"

"Now check your list for the capital R's. After identifying your risk items, ask yourself, 'Am I leading such a risky life that I'm just an accident looking for a place to happen? Am I in danger of becoming involved with the law? On the other hand, am I living such a safe life that there is no real spice to it and it is kind of dull?' This again is a personal decision."

The student should check to see where his number 1, 2 and 3's are of his favorite activities and to see if any of the MT's are beside them. In this manner he will be able to see if he is spending a sufficient amount of time on important activities.

20 THINGS I LIKE TO DO

		R	F		P		1.	sail
			F		P		2.	hike
		R	F	$3	P		3.	camp out
						A	4.	jog
						A	5.	ride my bike
MT						A	6.	read
			F		P	A	7.	listen to music
						A	8.	yard work
	(1)	R			P		9.	group work
			F	$3	P		10.	movies
MT	(2)	R	F	$3	P		11.	travel
			F	$3	P		12.	cook out
		R			P		13.	skin dive
			F		P		14.	swim
			F	$3	P		15.	go to plays/concerts
			F		P		16.	collect shells
						A	17.	work with plants
MT	(3)				P		18.	talk to friends
		R				A	19.	write letters
		R				A	20.	day dream

It is important to reinforce that this is a highly individualized activity and that there are no right or wrong answers. It is how that person feels about his own list, that is meaningful.

Do the "Today I learned about myself" or a modification of this activity.

Close by thanking the group for their cooperation.

Fifth Class Session

This activity is called Last Survivors. The leader will divide the class into groups of five with no "all boy" "all girl" "all black" or "all white" groups, if possible. The ideal group would be made up of boys, girls, blacks and whites. There should be enough distance between each group so they will not be overly distracted by the conversations of the other groups.

The teacher tells the students that their group is working alone in the classroom on a project. After they finish the project, they walk out into the hall and find that there is no one there. They go to the main office and find that there are no students, teachers, administrators or office help. The school is totally empty. They look around outside the school and discover that there is no one else in the community. It is at this time that they realize that they are the only people left in the world. For some mysterious reason, everbody, except themselves, have suddenly disappeared. This includes other classmates, friends, and members of their own families. Their group is totally alone in the world. Nothing has been destroyed. The factories still stand, the public utilities still work, the airports are still here, automobiles are still capable of running, but all the humans have disappeared. All other animals remain, such as, cats, dogs, horses, chickens, and cows.

The leader explains: "Your group is the last group of people on earth. All of the equipment and institutions still remain. You have 25 minutes to decide how you are going to spend the rest of your lives on this earth. You can do almost anything that you want, that is reasonable. However, you cannot do things which require skills which you do not already possess; e.g., flying an airplane, managing a ship, doing brain surgery or running a power plant. You only have the skills that you have now or skills that you can realistically learn or study about. In the next 25 minutes, decide whether you are going to stay together as a group, or separate. Also, decide where you will live, how you will survive, and who is going to take the responsibilities for different forms of survival. As an example: Are you going to have schools? Who will take care of raising food? Who will take care of the sick? Are you going to plan a new generation of children? What kind of religious principles or ethical principles will you want to pass on to your children that might be different from the ones you have now? What kind of society, if any, would you like to leave after you die? The leader can further stress that while factories, supermarkets and so forth are in good shape right now, who is to maintain them and keep them that way? What happens when the food in the supermarkets spoil? What happens when the refrigeration goes off? What happens when all the power plants break down? What happens to all the animals? How are these situations going to be handled?"

The leader circulates from group to group, listens to each discussion and helps each group stay on task. Frequently, the groups will tend to avoid any disucssion as to whether there will be future generations and the leader should ask about this. "Are you planning a future generation?" If the leader hears the students using magical solutions, they should be reminded

that they can only use the skill they have now, or skills that they can realistically acquire in the future.

After the student groups have had at least twenty-five minutes to discuss the future, they should be asked to report their decisions to the other groups. Each group will have a chance to be listened to and each group will have a chance to share with the others. The leader should discourage put downs, or ridiculing statements by saying: "This is what this group has decided upon and it is their perogative." After each group has had a chance to talk about their decisions, the leader should ask some of the following questions. "In your group who took the leadership? Who made the decisions? Did the group make the decision or did one person take over? Did you as a group member have a voice in deciding how the rest of your life would be spent or did you just sit back and let others decide for you?" These questions are to be answered by individuals to themselves; they are not open for group discussion.

The members of the group have a chance to say, "Today I learned... or relearned..."

The leader provides positive feedback for cooperation.

Sixth Class Session

My Apple. This is an exercise in creative imagination. The materials needed will be an apple for each person and a large paper sack for each group.

The leader opens the session by making the following statements: "When you were little, most of you had very good imaginations. You could play with a doll or with toy soldiers, and they seemed real. You could look at shadows and create images. You could play and talk with imaginary friends. While you were young, your parents probably encouraged you to have fun with 'make believe'. However, as you got older, they began to tell you that it was time to stop pretending and to begin dealing with reality! The academic requirements of school life have further discouraged you from taking fantasy trips, because you have been told, 'Stop daydreaming and get down to business.' Even in private conversations you have probably been told that 'Wishes don't come true, get back to the facts.' Although your attempts to use your imagination have been discouraged, it is an important creative part of your existence. It provides you a basis to explore 'what might be' in order to try out new ways of behaving."

"Thomas Edison's invention of the light bulb is an example of creativity. Thomas Edison did not suddenly say one morning 'Gee, I think I'll go down to the laboratory and invent the lightbulb', and then go down there and come out with the finished product. Instead, Thomas Edison spent time daydreaming, fantasizing and creatively thinking to explore different ways of trying out his ideas. The Wright Brothers did not say 'What this country needs is an airline' and go to Kitty Hawk and fly a plane. All past, present and future inventions and discoveries are initiated through somebody starting to daydream, fantasize or think creatively. Therefore, today's exercise is a chance for you to practice your talents at daydreaming, fantasizing and thinking creatively."

Then, the leader will divide the class into groups of ten. These groups can either sit in circles on the floor or in chairs arranged in circles. The leader has a paper sack filled with an apple for every group member.

The leader passes the sack around and, without looking, the students reach in and take out an apple. Every student will have an apple. The leader states, "This is your apple, and, for this session, you're going to experience an apple in different ways. Please accept your apple, just the way it is, without changing it in any way. Protect the natural originality of your apple as you get to know it."

"Look at your apple and notice all the characteristics of it that you can... (pause)...Notice the colors in your apple...(pause)...Is it an even color? Are there light places? Are there dark places? Are there spots? Are there stripes of color?...(pause)...What is the shape of your apple?...(pause)... Are there bumps or lumps on your apple? Is it round or is it another shape? ...(pause)...Check your apple over to see how it looks."...(pause)...

"While continuing to protect the natural uniqueness of your apple, experience it in a different way. Close your eyes and explore your apple with your fingers...(pause)...Turn it slowly in your hand and feel its structure... (pause)...Are there lumps or bumps? How does it fit and feel in your hands? ...(pause)...Take your apple and rub it over part of your face gently... (pause)...How does your apple feel to you now?...(pause)...Feel the apple with the backs of your hands...(pause)...How does your apple feel?...(pause)... Now smell your apple. How does it smell to you?...(pause)...Open your eyes and look at your apple again to notice all the things that you felt and smelled." This takes about five minutes.

"I would like for you to tell a story about your apple and something about it that makes it unique. Tell where your apple came from, how it got here and where it may be going. This experience does not have to be reality based. Rather, you can create magic, adventure or tragedy in your story. You can use your imagination extensively to tell about your apple." Give the students time to think of something. After approximately five minutes, ask for a volunteer to start with their story. Then say, "When the first person finishes, the next person that feels like telling his/her story will go ahead until everybody has had a chance." One of the examples a leader may use follows: "I was a very happy apple in a pretty tree. I lived on the edge of a little village and there were lots of mountains around me. The mountains had deep layers of snow on them. From my position on the tree I could look into the village square. There were people coming and going all the time. Some people were buying food, some selling shoes and lots of people just standing and talking. One day, when I was hanging on the tree, I looked to the village square and I could see that there was a big discussion in process. I could hear people talking loudly, but I was unaware of what was being said. I could see them shaking their fists, but I didn't know why they argued. Finally, I saw a boy running toward me. This boy appeared to be about 14 or 15 years old. He ran up to my tree, jerked me off the limb and hurriedly carried me back to the village square. Then, I could hear some voices saying 'Well, I bet he can't do it.' Then others would say 'Yes he can, because he's the best bowman in the village.' Then another voice said, 'Well, this is stupid! What if he should miss? It would be a horrible mistake.' Then several voices responded 'He won't miss! He can always do it.' Finally, the boy, who clutched me in his palm, walked over to a wall, leaned against it and put me on top of his head. I thought 'Well, this is kind of strange. What's he doing this for?' As I looked from the top of his head I saw a man standing on the other side of the square with a bow and arrow. The boy yelled to the man 'Don't worry Father, I'm not afraid, and I know you can do it.' Then, the man very carefully pulled out an arrow, threaded it in the bow and aimed it toward us. Suddenly, he let go of the arrow! The arrow went through the air and split me! I am the apple that William Tell shot off his son's head."

After each person has had a chance to go around and tell his story, the leader says, "Take one final look at your apple; review everything that you noticed before. Then, put it back in the sack." After everyone in each group has put their apple back into the sack, the leader shakes the sack gently to mix the apples. Then, the apples are placed on the floor in the middle of each group. The leader says, "Each of you should be able to pick out your very own apple because of its unique characteristics. The first person who told a story is first to pick out his/her apple. Then, the second person who told a story will pick out his/her apple and so forth until the last person selects the remaining apple." Most participants are able to identify and select their own apple. However, if there is some confusion, one participant can try to persuade another why he/she thinks they should exchange apples. After all persons are satisfied that they have their own apples, they are then permitted to eat their apples and have a general discussion.

"Today I learned..." is the closing activity and the leader reinforces cooperation and builds positive expectations for next week.

Seventh Class Session

This activity is a logical follow-up of "My Apple" as it is an extension of the redevelopment of fantasy. This activity is called the "Stump, River, Cabin and Bird". The teacher asks the students to make a large circle, either sitting on the floor or sitting at their desks. The students are asked to close their eyes and to keep them closed throughout the directions. Each participant is asked to avoid making any distracting noises or movements which could interfere with his/her own concentration or that of others.

The leader then provides instructions for simple breathing exercises to help the students relax. "With your eyes closed, get as comfortable in your seat or on the floor as you can...(pause)...Now, keeping your eyes closed, start breathing through your mouth...(pause)...As the air comes into your mouth, see how it feels when it comes over your lips, over your teeth, over your tongue and goes to the back of your throat...(pause)...You will notice that when it comes in, it is cool and dry...(pause)...Take two or three breaths and notice how cool and dry the air is...(pause)...Now, as the air comes out, over the back of your tongue, over your teeth and through your lips, notice that it is moist and warm...(pause)...Now take three or four breaths and experience the warm moist air...(pause)...Take three or four breaths and notice how cool and dry it is coming in and how warm and moist it is going out...(pause)...Most of you will probably be taking fairly shallow breaths. I would like for you to take deeper breaths and imagine that you are pulling the air to the very bottom of your lungs. Pretend that you can see the air as it comes over your lips, your teeth, your tongue and goes to the back of your throat, down your windpipe, to the top of your lungs, to the middle of your lungs and to the bottom of your lungs...(pause)...When you get the air to the bottom, very gently force it all out through your mouth...(pause)... Do this two or three times on your own."

"Once again, get yourself as comfortable as you can in your seat or on the floor...(pause). I want you to listen to what I say and let your imagination run free...(pause)...This is no form of hypnosis and you can stop any time that you want...(pause)...If you feel that you are going to fall asleep, try to stay on task."

"I would like for you to imagine that you can see a great big field...(pause) ...You are in the middle of this field and you can see in all directions...

(pause)...Look all around the field and notice the things you see...(pause)... What time of day is it?...(pause)...What does the sky look like?...(pause)... What time of year is it?...(pause)...What are some of the things in the field?"

"Imagine that you are a tree stump in the middle of the field...(pause)...How do you look?...(pause)...How old are you?...(pause)...What shape are you?... (pause)...What color and condition are you in?...(pause)...Is there anything growing around your base?...(pause)...Is there anything growing on you?... (pause)...How long have you been a stump?...(pause)...What kind of tree were you?"

"Not too far from the stump, is a stream that flows through the woods...(pause) ...Imagine that you are that stream...(pause)...How wide are you?...(pause)... How deep are you?...(pause)...At what speed do you move?...(pause)...What is the temperature of your water?...(pause)...What is your bottom made of?... (pause)...Where do you start and where do you end?...(pause)...Is there anything in you?"

"Not too far from the stream is a cabin. Imagine that you are that cabin... (pause)...What are you made of?...(pause)...What condition are you in?... (pause)...Let's imagine that we can walk around you...(pause)...Do you have a door?...(pause)...What is the door made of and what does it look like?... (pause)...How many windows do you have?...(pause)...What are they made of?... (pause)...Imagine that you go inside the cabin...(pause)...How many rooms are in the cabin?...(pause)...What condition are they in?...(pause)...Are there any articles of furniture in the cabin?...(pause)...What condition are they in?...(pause)...Take another look on the inside of your cabin and see how it looks."

"On top of the cabin sits a bird. You are that bird...(pause)...What kind of a bird are you?...(pause)...What are you doing?...(pause)...What are your colors?"

"Imagine that the bird hears a sound and starts to fly away...(pause)... Instead of flying in a direct line, the bird starts making very large circles; while making these circles, he looks down and sees the stump...(pause)... Now he sees the river...(pause)...Next, he sees the cabin...(pause)...How do these things look from up in the air?...(pause)...Then, the bird starts flying higher and higher in circles. How does the stump look from this height? How does the stream appear? How does the cabin appear? As the bird flies higher and higher, he gets smaller and smaller and disappears...(pause) ...At your own rate, open your eyes and stretch a little bit and get back into contact with the classroom. It is acceptable to have fallen asleep. However, gently awaken anyone sleeping without physically touching them."

"We are going to share some of the experiences we have had as a group. I would like for you to try to remember as much as you can. First, what kind of a field did you experience?" The leader can have a number of people tell about the kind of materials that were in the field, what the horizon looked like, what time of year it was and the type of day.

Ask the students to describe themselves as they were when they were a stump. "How old were you? How big were you? What condition were you in? What were your physical characteristics and the characteristics of the environment around you?" Three or four students should be permitted to do this. The same general directions follow for the cabin and the bird and how things looked as the bird was flying away. End of exercise.

"Today I learned..."

Leader thanks the group.

Eighth Class Session

The next exercise is called THREE SHAPES/MAGIC BOX.

The teacher should get the students in circles of five to seven students in each group. This exercise also focuses upon the redevelopment of creative imagination.

The leader will say, "We are going to do something creative today with our imagination. We are going to be working with three imaginary shapes. These shapes are a circle, a square, and a triangle."

"I am going to give each group an imaginary circle and they can make anything out of it that they would like as long as it is circular or round. The circle can be made larger by stretching it, smaller by pushing it together, and it can be rounded by rolling it. However, it's basic circular shape cannot be changed. When one person has something that they want to make, they will reach into the middle of the group, take the circle, and non-verbally proceed to make something out of it. The rest of the group will say 'you're making it larger' if the focus person shows they are stretching it, or they will say 'you're making it smaller' if the focus person squeezes or tightens the shape. After the focus person has created his circular object, the others will try to guess what it is. The creator can help by showing how the object is used."

A leader may use the following example. Take the circle and stretch it several times. Then, drop it over your head and start swiveling your hips. It doesn't take long for the students to guess that this is a hula hoop. Then take the huge hula hoop and start making it smaller and smaller until it is small enough to slip on your finger. The group can readily guess that this is a ring. The groups are then on their own. After each person has made an object and the group has guessed it, he will return the object to the center of the group and someone else will work with the circle. The group can work with the square and the triangle in the same manner. All groups should be working concurrently on the same shape. This activity will require approximately 5 minutes per shape.

After experiencing the three shapes, the leader will say "I want you to imagine that in the middle of your group there is a magic box and that this box is filled with many, many wonderful things...(pause)...These things can be real or they can be imaginary...(pause)...They can be anything that you want them to be...(pause)...We are going to reach in our box and pull out a number of gifts and we are going to give the gifts to ourselves and to other people."

"The first gift is a gift for your families. What gift would you like to give to them? It can be anything that you would feel that they might like, deserve, or need...(pause)...What I would like for you to do, one at a time, is to reach in the box, bring out the gift, hold it in front of you and say 'This is a gift I want to give to my family and this gift is'...(pause)... whatever you want it to be." An example that the facilitator might use is "This is a gift I would like to give to my family. It is peace of mind. I would like for them to feel that good things are going to happen to them and the world is an O.K. place."

Another example could be, "This is a new refrigerator. Our old one broke and our family needs one." The gift can be anything that each participant would like to give to his family. Everyone has a chance to reach in, present the gift and share with the group.

In the next exercise, participants select a gift that they would like for their families to give to them. The leader could use the following example. "This is a gift I would like for my family to give to me. It would be to visit me more often. They live up north and I see them only once a year and would really like to see them two or three times." Again, each person has a chance to share.

The last exercise is "This is a gift I would like to give to this class." The gift can be anything that anyone in the room feels the class needs, deserves or should have.

Adaptations concerning the gift exercises could include a gift to my community, a gift to my country, etc.

"Today I learned..."

Thanks from the leader.

Ninth Class Session

This exercise is called "Boy Talk/Girl Talk". The leader can open the session by stating, "Today we are going to talk about boy/girl relationships. It is pretty obvious from what goes on in the halls and in the classrooms that many guys and girls are getting interested in each other. During this time when boys and girls are meeting and sharing their experiences, they are in the process of learning more about each other and processing information to help them determine the kind of husband or wife that they might want to marry later in life. Many students do not know how to meet other students of the opposite sex. Some of the boys are still going around school punching the girls in the shoulder or knocking the books out of their hands to gain recognition. Some of the girls still screech at boys and hit them to get attention. Since these are not very effective ways of getting to know someone or learning more about them, today, we are going to do some basic sharing of ideas and opinions of boy/girl interactions."

The following instructions are given. "I would like you to form two circles - one will be an inner circle and the other will be an outer circle. I would like for the girls to get into the inner circle and the boys to sit behind them in the outer circle. This time, only the girls will talk. The boys will sit and listen to what they say. Boys are to make no verbal comments. Later the boys will have their chance to be on the inner circle and do the talking."

The following instructions are provided for the girls.

"As I mentioned, you girls usually want to meet boys and get to know them better. But boys may do things that often turn you off or you may not know how to meet them. So, today I'm going to have you respond to a number of questions. I would like for you to be as honest and as open as you can, and for everybody to share on a level at which you are comfortable. Our first question is 'What do boys do that really turn you off?' Describe those things that you really find objectionable. You may discuss things that they do here at school or at school functions, or things that you have observed on dates." Each girl will have a chance to talk about these things. The leader

should permit the girls to discuss this as much as they want and the leader should encourage girls who are hesitant to speak out.

The instructions proceed as follows. "The second question is 'What do guys do that you really like?' Also, discuss this question openly."

The next question the leader introduces is: "What can a guy do if he wants to meet you?"

Another question for girls to discuss is: "What kind of a date do you like to go on and how much money do you think a guy should be prepared to spend on a date?"

Finally, the last questions are related to Women's Lib. The girls are asked: "Do you think it is O.K. for a girl to be the first to initiate a date? How do you feel about girls paying for their share on a date?"

After the girls have completed their discussion, the following directions are given. "Boys, it is your turn to get into the middle and for the girls to sit on the outer circle. Remember girls, that you are not to comment on anything the boys say. You are to just listen. O.K. guys, you've heard what the girls had to say. You will follow the same procedures with your set of questions."

The boys' questions are: "What do girls do that you really don't like? What do girls do that you really like? How do you think a girl should go about meeting you if she wanted to? What kind of dates do you like to go on? How much do you think you can spend on a date? Do you think it's o.k. for girls to take the initiative in dating? Do you think they should share the expenses?" Each boy should be encouraged to participate at his own level.

Our experiences have indicated this activity is more productive when girls talk first. Girls are more verbal and more willing to express their opinions. This relieves some of the anxieties in the male students which enables them to participate in more depth. At the end of the session, the leader should save some time to say "Now, you've heard some of the likes, dislikes, interests, views, and opinions of students of the opposite sex. Their discussions should provide you with some strategies for meeting and getting to know members of another sex.

"Today I learned..."

Leader thanks the group.

Tenth Session

This activity is called VALUES VOTING/THE CLOSEST TO DEATH.

The exercise is adapted from exercises in Values Clarification: A Handbook of Pratical Strategies for Teachers and Students. It is generally a popular activity with the students. Prior to the session, the leader should line six to eight chairs in front of the classroom. If they are in a double row, they should be staggered with a space in between them so that people in the second row can be seen. When the session starts, the leader can say "Many of us rarely get a chance to vote on things or talk about things that are important to us. Today we're going to have an exercise that will let you show how you feel about certain questions."

"I am going to ask three or four girls and three or four guys to take a seat in the front of the room. Then, I'm going to read some questions to them and ask them to vote about how they feel about the questions. If they are for the question, they will hold up their right hand. If they are opposed to the question, they will point to the floor with their right hand. If they are really in favor of the question, they will not only hold up their right hand, but they will wave it in wide circles. If they are radically opposed to the question, they will point to the floor and wave their arm in wide circles. If they don't feel either for or against the question, or it has little or no importance to them, they will just fold their arms across their chests. Please indicate a decision for each question." Then the leader reads a list of questions one at a time and has the student group in front vote for each.

After they have voted on about twenty questions, the leader will say "Let's do a little more personal sharing with the group. Each of us has had some pretty scary adventures in life and at times we really thought we were going to be seriously hurt or might even die. What I would like for us to do is to share with the group the closest we ever came to being seriously hurt, or even dying. You will have a few minutes to think of some of these experiences. Then, I'm going to ask a person to volunteer to tell the group about his/her closest to death experience. Your description can be as sketchy or as involved as you want to make it, because no one is going to question you about it. If you really don't want to share the experience, it is all right to say 'I pass'. What I would like for you to do is take a risk and try to share. Now, who wants to start?" After the groups has had this experience, the leader will select another group of 6 to 8 students to sit in front of the room. Another series of questions taken from Values Clarification: A Handbook of Strategies for Teachers and Students should be used for values voting.

Also, a list of pertinent questions could be generated by the leader for the voting exercise. Members of the second group also discuss their closest to death experiences.

"Today I learned about myself..."

Leader thanks group.

Eleventh Session

Next activity - THE TRUST WALK.

The leader opens up this exercise by saying "For the last 10 weeks, we have been sharing a number of experiences in this classroom in an attempt to get to know each other and ourselves better. During this time I hope we have developed a feeling of trust in each other. Because of this trust we know that we would not hurt others intentionally, either physically or emotionally. We look out for one another to see that no one in this classroom is hurt. This next exercise is called a 'Trust Walk'."

"During this exercise one student in each pair will be blindfolded. The other student with sight will lead his partner around the classroom, quietly down the hallways and throughout the rest of the school for 15 minutes. The sighted student will help his blindfolded partner experience as many new things as possible in a familiar environment. During this time, we ask that both partners use no verbal communication. The person who is doing the leading will take the blindfolded person by the hand and guide him around the building.

You will help your blindfolded partner down stairs, across barriers or around anything that is dangerous to make sure that he/she is not hurt in any way. During this time, the sighted student may have his/her blindfolded partner feel and touch familiar things. An example might be, you might find a sweater for your blindfolded partner to touch. There may be plants, rocks, water or fire hydrants to be touched. We ask that the partner doing the leading try to provide as many experiences for their blindfolded partners as possible. However, all experiences should be of a nature that will neither hurt nor embarrass the student being led. We ask that you be gone no more than 15 minutes. When you bring your partner back, lead him/her into the room and have him/her remove his/her blindfold. However, do not break the silence."

"After everyone is back, you will exchange the blindfolds and the person who was the leader will now become the one who is being led. Once again, new leaders provide as many different experiences as you can. After having been blindfolded, you know the experiences that you liked or disliked, so try to provide some of the same experiences for your partner. Remember, protect the person as much as possible and use no speech. Please be back in the room in 15 minutes. Please do not discuss the experiences with each other until the whole group is back."

"Now that everyone is back in the room let's ask the first group what experiences they had that they liked? And what was meaningful to them? After the first group has had a chance, the second group can have the same chance."

This is a word of advice to the leader considering such an activity. It is wise to save this activity for the last 3 weeks after the students have developed a caring attitude toward each other. This activity has been used many times without accidental injuries. However, if you have any doubt as to how your principal would accept this activity, it would be wise to clear it through him first. It would be appropriate if you could ask him to come in and share the activity with a class.

"Today I learned..."

Leader thanks group.

Twelfth Session

This last activity is called "THE THINGS I LIKE MOST ABOUT YOU ARE".

The leader starts this activity by telling the groups, "This is the last time that we are going to be doing these activities. For the past 11 weeks you've had a chance to talk with many different people in the class and to observe many of their good qualities. Hopefully, you have gotten to know each other better during the past several months. The activity today will provide an opportunity to share the good things that you have learned about each other. Sharing will occur in 3 groups. Remember to position the groups in the room to avoid distractions. When your group is formed I would like for one person to sit in the middle of each group. One at a time, I would like for each student in the group to look at the focus person in the middle and say, 'Helen, the things I like about you most are...' Then, name any of the things that you like most about that person. For example, 'Helen, the things I like most about you are the following: I've noticed that when we're having our exercise you always participate. You have a good sense of humor and I think you're pretty.' It can be one or an many things as the student wants to share. Now, the focus person in the middle can only respond in the

following way after each student shares 'Thank you, how perceptive of you to notice.' The person in the middle cannot deny or discount the compliment. Each student in the group has a chance to give compliments to the focus person in the middle. After everyone in the circle has had a chance to be heard, another focus person gets in the middle of the group and the process is repeated until everyone has had a chance to give compliments and to receive compliments."

"Today I learned..."

Thank you.

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ADDITIONAL HUMANISTIC ACTIVITIES
Compiled by Frances Monsees and Nancy Crosby

1. FULL NAME INTRODUCTIONS

This activity is effective in helping students to get acquainted with one another and is therefore often used as an opener. The discussion that introduces it brings out how important a name is --one of the most important things in one's life! Think how you feel when you meet someone, be it teacher or student, and he calls you by name. Of course, this can be either a positive or a negative feeling, depending upon what we think of the name we're called. We're all aware that names can be used either to help build us up or put us down. What a difference between being called "Big Guy" or "Peewee".

The total class/group should be divided into smaller groups of about five or six students in each. In giving instructions, cover the following points and use yourself as an example of what you'd like each student to discuss:

1. Give your full, complete name.
2. Tell how you got your name. For example, who named you. Were you named for someone? Was there a reason you were named for that person? (Did they hope Aunt Susan might leave her fortune to little Susan?) Is the name a family heritage? What is the nationality background?
3. What nicknames do you have? Who calls you by them? Friends, relatives? Do you like the names?
4. What do people do with your name? For example, do they change it in some way to tease you? Do you feel badly about that?
5. Do you like your name? If not, what would you like to be called?
6. In this class, what would you like to be called?

One person in each small group volunteers to begin. After that person finishes, he chooses the one who is to follow. It is not routinely passed around the circle. This frees the others to listen and to give full attention without fearing that his turn is next and preparing what he is going to say.

After each person has his turn in the small groups, ask one person in each group to introduce each member of the small group to the total class, giving the name each wants to be called in the class.

This ends in a period of debriefing by the total group in which students answer questions like: How did you enjoy it? How did you feel about talking about such a personal thing as your name?

2. CREATIVE LIFE LINE

Materials: paper and pencil

Give each student a plain piece of paper and tell them they are to illustrate their life from birth to the present. Be as creative as you can. The only rule is: once you put your pencil to the paper, do not remove it until you have completed your line. Take note of the peaks and valleys of your life thus far and express these in your personal line. (Students who are not used to being asked to be creative may feel a need for more structure and direction and ask many questions before attempting the exercise. Give them support and encourage them to express themselves freely saying, "This is your own idea and your own life. There will be no grading or evaluation of your life line. Be as creative as you like!")

When everyone has completed their line, ask them to select a person in the room they would like to know a little better and place their chairs facing one another. Ask them not to select their "security blanket", the old friend with whom they feel most comfortable. Tell them that one partner is to tell the other about the highs (only the highs) in their life. The other partner is to listen and show this by their facial expression but not ask questions. It is his partner's turn to be in the spotlight, to be heard and valued. Then the second person will discuss his highs in his creative life line while the partner listens. Do not set a firm time limit. Those who finish first will go on getting to know one another better while waiting for the rest of the group. When everyone has had an opportunity to share, ask the group to comment about the activity. Was it difficult to stick with the highs? Point out the positive effect of talking about the best experiences of our life versus dwelling on our problems. Does anyone want to mention some positive thing they felt about their partner? Other thoughts they may wish to express. This activity does not require a complete class period.

3. WAGON WHEEL

This activity illustrates scripting and may be used effectively when discussing this aspect of Transactional Analysis. It helps us to be more aware of the fact that there are scripts that we grow up with, sometimes to the point of believing there are no other ways of doing things. Through structured interactions participants learn that others have different experiences and scripts.

Arrange the chairs with three in the center, backs toward each other. Then place one chair opposite each so that people sitting in the inner circle face the people sitting in the outer circle:

The people sitting on the inner chairs will not move; the people sitting in the outer circle will rotate around them. Obviously this works best if the number in the group (including the leader, if necessary) can be divided by six. However, it can work so long as the number is even (and the leader can always see to that by either adding or subtracting himself), because the chairs can be arranged with four chairs (two in the center and two in the outside) or even with eight (four in the center and four in the outside, facing them).

The leader gives a topic that is to be discussed and designates whether the people in the inner chairs or the outer chairs will talk. Whichever is not talking is to listen in an attentive and interested manner, but is not to speak. It's difficult not to ask questions to keep the person going, but it can be done! There is a time period given for the person to talk and if he (she) runs out of things to say, there will just be silence. Thus, the inner circle will be the speakers while the outer circle will be the listeners and vice versa. After the listener has listened for a period of time which the leader "starts" and "stops" (usually a minute and a half to two minutes), then he gives a brief positive response to what he has heard. After the inner and outer circles have each had a topic on which to speak and each has been a talker and a listener, the outer circle moves one chair around while the inner circle remains seated. Two more topics are provided to give each new partner a chance to be "talker" and "listener". Then a final move with two more topics gives each person an opportunity to have had three different partners.

Other topics may be used but these six have proved effective:

1. Food - mealtimes. Did your family all sit down at the table at one time or was food sort of gotten "on the run"? Were there definite times that one had to be home to eat? Did your parents believe "take as much as you want to eat, but eat all you take"? Did they remind you that if you didn't eat everything on your plate there were starving children who would appreciate it? Just how did they act about your table manners? In general, what was life like at your house around meal times?

2. Recreation. What did your family like to do to have a good time? Did they enjoy going together or did they expect each to have fun on his own? Were family picnics common or unusual? Were there ways to enjoy oneself at home, or did you have to go out to think you were having a good time? What kinds of things were a pleasure for your family?

3. Automobiles and transportation. If your family had a car, at what age and under what conditions were you permitted to drive? If there were no car, what did you do for transportation? What kinds of rules and regulations were put down about how far from home you were permitted to go? What were some of the problems the family had with transportation?

4. Marriage and dating. At what age did your parents permit you to go out on dates? Did they prefer you to bring your friends to the house? What did they tell you about things you should expect or watch out for in the opposite sex? What kinds of advice did they give you?

5. Education. How did your parents feel about how you did in school? Did they put pressure on you to get good grades? Did they get upset if you brought home a poor report card? How far did they want you to go in school: Did they place an expectation on you to go to college?

6. Money. How did your family regard money? Was it to be spent as soon as it was gotten or was it to be saved for a rainy day? Was it considered the "root of all evil"? Were you given an allowance? Were you paid for chores you did? What kind of training did they give you about handling money?

Please note: in offering questions to help explore the topic, they have been asked in the past tense. In working with students, it is usually more appropriate to put them in the present, since most of them are still living at home and still a part of the family "scripting".

After the topics have been discussed in each of the wagon wheels, there follows a period of debriefing in the large group. What we want to hear is individual reactions that participants are willing to share. (There is no pressure to talk but it is hoped that as many as want will have an opportunity to express themselves.) How did they feel about talking about themselves? Did they learn from hearing about other people's experiences? Were there similar or dissimilar experiences? Did it help to make clearer what is meant by "Scripts".

4. LIFE AND DEATH DECISION

After reviewing the rules, discuss the subject of decision making. Involve the class by asking questions such as: How do you make a decision? Do you put it off? Make snap decisions? Weigh all the possibilities? Make lists of pro and con? How do you make a group

decsion, vote, majority rules, discuss and reach agreement, talk the rest down and force your ideas, sit back and let the rest do the work. When students have given some thought about what goes into decision making, divide the class into small groups of 5 or 6 by numbering off to mix the class. Have the groups sit in a close circle and have each group select a recorder than can report back at the end of the period.

Present this problem:

"You are a team of highly trained doctors and nurses who have the task of deciding which 3 patients of 7 will receive the three hearts that are available for heart transplant operations. All 7 patients are critically ill and very likely will die if they do not receive the transplant".

Please be aware of how you go about making the decision, what were the problems you faced reaching the conclusion, why did you decide on the ones you did select and which members took which roles in the decision making process.

Examples of patients:

1. A 16 year old white girl who is pregnant and who is a slow learner.
2. A 17 year old handsome black boy on the football team in his senior year of high school.
3. A prisoner brought in from the jail who robbed a gas station and killed the attendant.
4. A person you all know and like that works at the hospital with you in cancer research.
5. A very creative musician in his late 20's.
6. The 62 year old mother of one of your team.
7. A widow in her late 40's with 6 children who is unemployed.

(Other case histories could be used instead of the above to meet your own special situations.)

Give the groups 20 to 30 minutes to work on their decision. State the time they will have and stop them at the end of the allotted time. Ask each recorder/reporter to tell the rest of the class who they selected to receive the hearts in their group and why. Also tell some of the process they went through in making their decision. Did a leader emerge, were some group members less involved, were there good points presented to help (or persuade) other members decide. Did you all agree in the end or go by majority decision.

After each group has reported, if time allows, groups who selected different patients may be allowed to try to convince the other groups their decision was better because ---.

Ask students to arrange room the way it was and answer any questions they have about the activity as well as getting reactions, positive or negative about the process.

PASS

VALIDATED FOR NATIONAL DISSEMINATION
ESEA TITLE III / IV C

ED 103 160

POSITIVE ALTERNATIVES TO STUDENT SUSPENSIONS

The purpose of the PASS program is to provide intervention strategies designed to prevent or minimize non-productive social behavior of secondary students.

"Staff Development for a Humanistic School" and "Humanistic Activities in the Regular Classroom" help students and teachers get to know and appreciate each other. The "Time-Out Room" provides a temporary educational environment which helps students examine and evaluate their behavior and develop plans for behaving more productively. "A Student's School Survival Course" and "Home Survival Course" help students with problems interact more effectively within their school and home environments.

During the school years from 1972-73 to 1975-76, student suspensions in Pinellas County have significantly declined while suspensions in many other districts have increased. The records reveal that suspensions have decreased from a high of 12,140 suspensions for 1972-73, which brought recognition to Pinellas County as one of the top fifteen districts in the nation in number of suspensions, to 9,101 suspensions in 1973-74, 7,046 in 1974-75 and a current level of 5,754 for 1975-76.

To receive more information or to arrange a visit contact either:

John C. Kackley, PASS Coordinator
or
Dr. Ralph E. Bailey, Director
P.P.S. Demonstration Project

EC03760

STAFF DEVELOPMENT FOR A HUMANISTIC SCHOOL

The student population in Pinellas County has increased to the extent that most high schools are on double sessions. Also, the explosion of knowledge has placed pressure to significantly expand academic programs. While most system variables have reached new magnitudes, the sense of purpose, feelings of personal worth and opportunities for personal growth experienced by school personnel and students have lagged behind. Many school employees have become strangers to their co-workers and students. For these staff members, school has become an unhappy place.

"How can I experience more pleasure from my work?" "How can I be more effective in my job?" "How can students be helped to adopt values which lead to productive social behavior?" PASS has developed programs that help educational personnel explore constructive responses to these questions.

Personnel evolve more effective communication systems through participating in non-threatening activities which emphasize positive verbal expressions. These programs are either scheduled as one day workshops or as seminars which continue throughout the school year. Participation is open to all school personnel with the rationale that the cooperation of each staff member is necessary to effectively humanize the school setting. Administrators, teachers counselors, secretaries, custodians, paraprofessionals, and lunch-room personnel, who experience mutual respect and collaborative involvement, can create a humanized, caring school that meets the needs of today's youth.

THE WHYS AND HOWS OF A STUDENT'S TIME-OUT ROOM

Many school behavioral problems can be eliminated by effectively intervening before punishment becomes necessary. Some students get into difficulties because schools have not provided them with processes for coping with emotional pressures. These pressures can continue to build until explosive behavior occurs which leads to punitive responses from administrative personnel. Because punishment may be ineffective and even detrimental, other options have been explored by the Positive Alternatives to Student Suspensions Program (PASS). One of the sequential intervention strategies implemented by the PASS program is the Time-Out Room (TOR). In the TOR, students have a chance to talk out problems with a "facilitative listener". The "listener" helps students forecast consequences, explore alternatives, and make decisions which frequently lead to more productive behavior. Students can either request this service, or they can be sent by school personnel.

Although not intended as a punishment room, the TOR is used for temporary placement when appropriate. The length of stay in the room is determined by the individual circumstances of each case. Administrators, counselors, and teachers are informed of the progress of students while in the TOR.

The Time-Out Room staffed by a Time-Out Room worker, who receives training and consultation from the PASS psychologist and social worker, has become an integral part of the regular school program. It is an educational alternative which has succeeded.

THE TRAINING OF TIME-OUT ROOM PERSONNEL

Much of the success of the Time-Out Room (TOR) is determined by the person in charge. This person can be either a trained paraprofessional or a certified teacher. Rather than being either a militant child advocate or a person with an "adults know best" attitude, the Time-Out Room worker is a "facilitative listener". The TOR worker helps students explore positive alternatives to their problems in school, at home and in the community. He works cooperatively with administrators, counselors, teachers and parents to involve students in seeking solutions for their own problems.

TOR workers in the PASS program receive pre-service training and participate in additional workshops during the school year. Training experiences include opportunities to study Behavior Modification, Transactional Analysis, Values Clarification, Rational Behavioral Therapy, Teacher/Parent Effectiveness Training and Human Relations Development. TOR personnel are provided information about referral resources in the school and community. Also, TOR workers are required to learn the guidelines for student behavior adopted by the school district and bookkeeping procedures necessary for recording activities of the TOR. Persons responsible for the Time-Out Room have experienced success in preventing and resolving student behavior problems by applying effective communication skills and expressing a vital concern to help make the school a more positive environment for all who are there.

A STUDENT'S SCHOOL SURVIVAL COURSE

School can be an unhappy place for students who experience feelings of frustration and inadequacy. These students with negative self perceptions come to the attention of educators when they either become active behavior problems, or withdraw into themselves. Students adopting either response pattern frequently drop-out of school psychologically and eventually drop-out statistically. These non-productive behavior patterns are learned responses that can be changed through positive learning experiences.

PASS has developed a twelve week program to teach students that it is possible to survive in school and to receive positive feed-back from teachers and other students. The program combines techniques of Behavior Modification, Values Clarification, Reality Therapy, and Transactional Analysis to develop student strengths and to help them acquire social skills which will enable them to cope more effectively in their daily interactions. The program requires a skilled leader and a time committment of one hour weekly during or after the regular school day. Students participating in this program throughout the past two years have experienced a decrease in teacher referrals for misbehavior and a decrease in suspensions from school.

A STUDENT'S HOME SURVIVAL COURSE

This course evolved as a spin-off of the Student's School Survival Course because many students who experience problems at school also have difficulties in their relationships at home.

The course uses the techniques and principles of Reality Therapy, Transactional Analysis and Rational Behavior Therapy. The course is twelve weeks long and is offered in the school during or after school and can be presented individually or in small groups.

The approach is positive. The student is helped to become aware of his own strengths and the degree to which he can control his own destiny. Specifically, students are assisted in exploring positive alternatives for resolving problems which they experience at home. Although the course can be beneficial without parental awareness, it is more effective when parents participate in a parent training group or receive counseling from PASS personnel.

BASIC ENCOUNTER FOR SCHOOL PERSONNEL

The Basic Encounter for School Personnel program began at the request of teachers and administrators who expressed a desire to participate in a guided group-interaction program similar to the Basic Encounter Program for Students. They indicated an interest in exploring their attitudes and perceptions about "Who they were", "Where they were going", and "How they could interact more effectively with colleagues and youth". Small group basic encounter activities have provided school personnel with opportunities for exploring these and other topics in personally meaningful ways.

Participants meet once a week for twelve weeks. Each session lasts two hours and is held after school. Values Clarification, Transactional Analysis, and other applied behavioral science techniques and principles are used to provide each participant the opportunity to serve as a unique resource of his own perceptions. The sessions are designed to facilitate positive interaction with an emphasis upon promoting mutual respect and caring. Teachers and administrators also acquire knowledge of strategies for use in their own classrooms and offices to develop a facilitative atmosphere which helps students become more accepting of themselves and others.

BASIC ENCOUNTER FOR SECONDARY SCHOOL STUDENTS

A student's high school years may provide the last opportunity to experience participation in a guided group-interaction program with a positive, personal growth orientation. PASS has developed a program to help students explore answers to such questions as: "Who am I?", "Where am I going?", "How do I effect others?" and "How can I become a more effective human being?"

The program runs twelve weeks and meets once a week. Each session lasts two hours and can be held either during or after school. Developmental group counseling and other applied behavioral science techniques are used. One person talks at a time, everybody listens, and no put-downs are rules to help establish effective levels of communication and to maintain a positive emotional climate.

Students are introduced to the program through classroom visits by the PASS psychologist and social worker. Although participation is voluntary, some students have been encouraged to participate by administrators, deans, counselors, teachers, parents, other students and community agency personnel.

HUMANISTIC ACTIVITIES IN THE REGULAR CLASSROOM

Many teachers have not been provided experiential learning opportunities which focus upon creating environmental situations through which teachers and students get to know and to appreciate each other. Thus, classrooms can be lonely, theratening places for many students. Some students frequently go from day to day without having any personally satisfying experiences with either other students or teachers.

PASS has designed a twelve week program that helps create a positive environment where students develop a feeling of belonging. One hour each week is set aside for activities that encourage openness, sharing, social awareness and personal growth.

The PASS psychologist and/or social worker frequently initiate these programs in target schools. Also, teachers participating in either the Staff Development for a Humanistic School or Basic Encounter for School Personnel programs are becoming experienced in conducting these activities. PASS personnel have developed a descriptive outline of recommended activities which is available upon request.

PARENT TRAINING GROUPS

Most parents desire a good relationship with their children and some achieve it. However, even under the best of circumstances, there are times when parents need help in coping with their own children and other youth. PASS has developed a program that fosters open communication, a sharing of concerns, problem solving and an opportunity for parents to re-evaluate their own system of values.

The program utilizes the techniques and principles of Parent Effectiveness Training, Behavior Modification, Transactional Analysis and Values Clarification. The program runs six sessions and each meeting lasts about two hours. Sessions are usually scheduled in the evening so both parents can attend. A special effort is made to include the parents of youth participating in the Student's Home Survival Course. Parents are made aware of the program through the P.T.A., school newspaper, mail-outs and word-of-mouth.

School Board of Pinellas County, Florida
Dr. Gus Sakkis, Superintendent

Curriculum & Instruction Division
Student Services Department

POSITIVE ALTERNATIVES TO STUDENT SUSPENSIONS

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